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ABSTRACT

A 2-year contract was awarded to the Oklahoma State University College of Education, Department of Occupational and Adult Education, for the purpose of conducting a project promoting entrepreneurship education. The primary objectives of the project were to: assist vocational educators and Minority Business Development Center (MBDC) representatives in developing, improving, and expanding entrepreneurial education in their programs; promote the concept of entrepreneurial education in vocational education at both the secondary and postsecondary levels; increase coordination with the MBDC network service providers; develop and disseminate entrepreneurial education packages for use by vocational educators and MBDCs; and foster a continuing dialogue among representatives of vocational institutions, MBDCs, and other interested groups in order to assist in developing a coordinated plan for comprehensive entrepreneurial education. The major accomplishments of the project included a national awareness conference held in Washington, D.C., in January 1983, a series of 21 local entrepreneurship seminars held nationwide, a resource notebook that was developed to assist vocational educators and MBDCs, and an implementation guide designed to provide assistance to individuals wishing to replicate the local entrepreneurship seminars. (Appendixes to this report include the agenda of the national awareness conference, a list of local site coordinators, and selected plans of action.) (MN)

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ED269576

PROMOTING ENTREPRENEURSHIP EDUCATION IN VOCATIONAL EDUCATION: A FINAL REPORT

A Final Report
Prepared for

A Project to Promote Economic Development
through
Entrepreneurship Education and Training

Oklahoma State University
College of Education
Occupational and Adult Education
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A PROJECT TO PROMOTE ECONOMIC DEVELOPMENT
THROUGH
ENTREPRENEURSHIP EDUCATION AND TRAINING

ED CONTRACT NO. 300820171

NOVEMBER 1984

The activity which is the subject of this report was supported in whole or in part by the U.S. Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the Department of Education, and no official endorsement by the Department of Education should be inferred.

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ACKNOWLEDGMENTS

The project staff have experienced support from numerous individuals and organizations over the last two years. We would like to recognize their contributions and express our sincere appreciation.

The ED Project Officer, Ms. Kate Holmberg, facilitated the success of project activites and made it possible for us to initiate additional activities that added to the contribution the project made to entrepreneurship education. We would like to thank Kate for an enjoyable work experience.

We are also indebted to Dr. M. Catherine Ashmore, a late addition to our panel of experts. Dr. Ashmore directs entrepreneurship activities at the National Center for Research in Vocational Education, and has generously shared information with us throughout the project. She participated in the national awareness conference, and as a member of the panel of experts, attended several seminars and did a thorough review of the resource notebook. Catherine directed a National Center project which ran concurrently with our contract, and coordinated activities closely with those of this project in order to produce the greatest results possible for both endeavors. We are grateful to Catherine for the contribution of her time, knowledge, and talents.

Another source of information and assistance that has benefitted our efforts is the National Federation of Independent Business. Ms. Betsy Schwammberger, Director of Education, contacted us early in the project and gave assistance repeatedly throughout the contract. NFIB supplied

complimentary materials for the national awareness conference and for most of the 21 local seminars. Betsy arranged for the project to receive NFIB publications and research reports that supplied us with valuable information as we prepared the resource notebook and planned for the local seminars. We appreciate the willingness of Betsy and NFIB to support our efforts.

We have also received valuable assistance from the Center for Entrepreneurship and Small Business Management located at Wichita State University in Wichita, Kansas. Dr. Fran Jabara and Mr. Verne Harnish are enthusiastic supporters of entrepreneurship education and services, and we extend our appreciation to both of them.

Dr. Calvin Kent and Dr. Donald Sexton of Baylor University have also contributed substantially to our work. Their involvement with the Center for Private Enterprise and Entrepreneurship at Baylor keeps them current on enterpreneurship education activities throughout the nation and they have been very cooperative in sharing information and resources with the project.

We are indebted to the members of the project panel of experts for donating their time and effort to the success of the project. The panel members attended a planning session in DC, in May of 1983, attended the local seminars as presentors and facilitators, gave suggestions concerning project activities, and reviewed the resource notebook and made recommendations to improve it. We would like to thank them for their contributions.

Another group of people who made very important contributions to the successful outcomes of the project are the site coordinators for the 21 local seminars. We appreciate their interest in entrepreneurship education and their willingness and enthusiasm to provide leadership for entrepreneurship efforts in their communities and states.

Project staff would like to express their appreciation to the staff of the Oklahoma State Department of Vocational and Technical Education for the work that they performed on behalf of the project. We owe a special thanks to Dr. Francis Tuttle for his cooperation and support, particularly for facilitating release time for Dr. Juanita Bice to act as Senior Associate for the project.

Many people at Oklahoma State University have contributed to the overall success of project activities and we extend our gratitude to them. The resources available to us through OSU have greatly facilitated our progress.

We also would like to give special thanks to those individuals who worked directly with the project and without whose diligent efforts it would not have been possible to accomplish the work involved. We appreciate the work done by Dr. Richard L. Lynch and his colleagues at Virginia Polytechnic Institute and State University. The quality of the literature review and evaluation conducted by the VPI faculty was outstanding. Dr. Lynch also served as a presentor at the national awareness conference.

We are deeply indebted to Dr. Garry Bice for his leadership in the conceptualization of the Entrepreneurship Education Model which served as a guide for the development of the resource notebook and the local seminars. Garry also wrote portions of the resource notebook and developed all of the evaluation tools used in conjunction with the seminars. We extend our gratitude to Garry for the structure and philosophical base he gave to our efforts.

We would like to thank Dr. Raymond W. LaForge for his significant contribution to the project. Dr. LaForge met with us on many occasions to

discuss the format and content of the resource notebook and authored sections of it. His expertise in the area of small business management and formation was of particular value to the project.

We are also appreciative of the contributions made by Dr. Mary L. Ellis who directed the project for the first five months. Her expertise and hard work got the project off to a good start and resulted in the success of the national awareness conference. She laid the foundation for many of the activities that followed.

Much of the success of the project is also attributable to the tremendous efforts of Dr. Juanita M. Bice, Senior Project Associate, and Dr. Kathryn M. Greenwood, Senior Project Consultant. They, in effect, co-directed the project with Dr. Miller, each assuming many responsibilities that would ordinarily have been performed by a full-time project director. Dr. Bice contributed her expertise to the project on all activities, and also took primary responsibility for the planning, development, and conducting of the 21 local seminars. In addition, she authored the implementation guide which serves as a tool for the replication of the seminars. Dr. Greenwood took primary responsibility for the planning and development of the resource notebook. Her expertise in entrepreneurship training was an asset to the project as a whole, and to the notebook in particular. Dr. Greenwood wrote several sections of the notebook herself, and collaborated on all other sections. We are very appreciative of the outstanding contributions Juanita and Kathryn have made throughout the contract.

Dr. Jerry Davis joined the project staff in July of 1983, and we want to express our appreciation to him for developing and attending several of the local seminars. Due to the reassignment of staff responsibilities, it was

necessary to ask Jerry to act as the project site coordinator for two seminars very late in the development process, which he did with success and good humor. We appreciate Jerry's contribution to the project.

Dianne Wimberley has rendered outstanding service as project editor. She has performed the routine duties of editing all materials developed by project staff with a high degree of competence and excellence. Moreover, she has gone beyond the requirements of her position in handling administrative chores and details which have been critical to the success of the project. Dianne has also made important contributions in drafting project materials. In each case she has demonstrated a comprehensive understanding of entrepreneurship education and a keen insight regarding the contributions of particular product in meeting the project's objectives. In short, her contribution has been a positive and vital factor in the success of the project.

We would like to make special mention of Mrs. Anne Hunt, our project secretary. We are all very grateful to her for the work she accomplished throughout the project. We appreciate Anne's dedication and effort and want to acknowledge that without the many hours of overtime she willingly contributed, we could not have successfully completed the work of the project.

It is not possible to mention individually every person who has contributed to the activities of this contract. We have received cooperation from people and organizations around the nation, for which we are very grateful. We would like to thank everyone who assisted us by sharing their resources, information, and expertise, and acknowledge their contributions to the success of our activities.

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EXECUTIVE ABSTRACT

In September of 1982, the U.S. Department of Education, Office of Vocational and Adult Education, and the U.S. Department of Commerce, Minority Business Development Agency awarded a two-year contract to the Oklahoma State University College of Education, Department of Occupational and Adult Education. The project, entitled "A Project to Promote Economic Development Through Entrepreneurship Education and Training," was designed to assist vocational educators and Minority Business Development Center (MBDC) representatives to develop, improve, and expand entrepreneurial education in their programs; to promote the concept of entrepreneurial education in vocational education at both the secondary and postsecondary levels; to increase coordination with the MBDC network service providers; to develop and disseminate entrepreneurial education packages for use by vocational educators and MBCDs; and to foster a continuing dialog among representatives of vocational institutions, MBDCs, and other interested groups to assist in developing a coordinated plan for comprehensive entrepreneurial education.

The activities and products of the project were planned and developed for the purpose of meeting the objectives stated above. The major accomplishments of the project included, but were not limited to, the following:

- A national awareness conference was held in Washington, DC, on January 25-27, 1983, to promote the concept of entrepreneurship education in vocational education and to discuss possible strategies to make this happen. Secretary of Education Dr. Terrell L. Bell was a featured speaker, addressing more than 100 individuals from around the nation

- A series of 21 local entrepreneurship seminars was held nationwide for the purpose of bringing key vocational educators and representatives from business and government together to develop plans for implementing entrepreneurship education programs in their communities. The seminars were located in 21 different states involving all ten educational zones. Over 1,200 participants attended

- A resource notebook was developed to assist vocational educators, Minority Business Development Centers, and others to develop, expand, and improve entrepreneurship education programs. The notebook, available from the Oklahoma State Department of Vocational and Technical Education, is entitled Resources for Entrepreneurship Education

- An implementation guide was developed to provide assistance to vocational educators and others wishing to replicate the local entrepreneurship seminars. It is entitled "Entrepreneurship Education: An Implementation Guide for Organizing to Develop Programs and Collaborative Networks"; and is also available through the Oklahoma State Department of Vocational and Technical Education

Oklahoma State University successfully carried out the requirements of the contract, and met all project objectives. Activities were officially concluded November 30, 1984. A final report written for the project explains its history and background and describes each project activity in detail. Some of the interesting highlights of the project are also included in the report in a section on the outcomes of project activities. Several conclusions and recommendations are given, and a series of challenges for this decade are designed to stimulate creative thinking concerning issues in entrepreneurship education. Briefly, these challenges include the following:

Challenge No. 1: Train more adult entrepreneurs, and train them more successfully
Challenge No. 2: Develop pilot programs for research purposes
Challenge No. 3: Create awareness programs
Challenge No. 4: Coordinate the entrepreneurship activities of vocational youth organizations
Challenge No. 5: Involve economic development agencies
Challenge No. 6: Expand the collaborative efforts of national agencies
Challenge No. 7: Plan for teacher training in entrepreneurship education
Challenge No. 8: Create a national clearinghouse

SUMMARY ABSTRACT

In September of 1982, Oklahoma state University was awarded a two-year Federal contract that was funded jointly by the U.S. Department of Education, Office of Vocational and Adult Education, and the U.S. Department of Commerce, Minority Business Development Agency. The project was conducted by the O.S.U. College of Education, Department of Occupational and Adult Education, under the direction of Dr. Melvin D. Miller. "A Project to Promote Economic Development Through Entrepreneurship Education and Training" had as its stated objectives the following:

- To assist vocational educators and Minority Business Development Center representatives to develop, improve, and expand entrepreneurial education in their programs by providing them with program models, training strategies, and bibliographies of resource materials
- To promote the concept of entrepreneurial education in vocational education at both the secondary and postsecondary levels and to increase coordination with the Minority Business Development Center network service providers. This will be accomplished through on-site technical assistance in the form of training seminars
- To develop and disseminate entrepreneurial education packages for use by vocational educators and Minority Business Development Center network service providers. These packages will help to incorporate entrepreneurial skills training into vocational education and related programs, and will foster a continuing dialog among representatives of vocational institutions, Minority Business Development Centers, local and state education agencies, city and state officials, Chambers of Commerce, local business and trade associations, Federal programs such as those sponsored by the U.S. Department of Commerce, the Small Business Administration, and the U.S. Department of Labor, and other interested groups to assist in developing a coordinated plan for comprehensive entrepreneurial education

The activities of the project intended to meet project objectives were carried out as follows:

- A national awareness conference was planned and conducted in Washington, DC, on January 25-27, 1983, under the direction of the initial project director, Dr. Mary L. Ellis. Representatives of vocational education, business, and government worked together at the conference to discuss their various roles in developing and

and implementing entrepreneurship education programs in vocational education. Secretary of Education Dr. Terrell L. Bell was a featured speaker

- Utilizing input from a panel of experts which acted as an advisory body to project staff, plans were developed to conduct local entrepreneurship seminars nationwide. The seminar locations were selected from a pool of applicants to host the seminars and 21 were conducted in all. The seminar objectives were stated as follows: (1) to encourage vocational education program planners to include entrepreneurship components in their training programs; (2) to assist vocational education personnel in expanding their programs focusing on entrepreneurship training by providing relevant information on curricula, model programs, and assistance for vocational educators; (3) to promote cooperation and collaboration between local Minority Business Development Centers and vocational education systems by encouraging the use of established educational systems in upgrading the business techniques, management skills, budgeting, inventory control, and other entrepreneurial skills of MBDC clients; and (4) to encourage seminar participants to establish a continuing dialog and to form collaborative networks for the purpose of program improvement and expansion in entrepreneurial skills training. More than 1,200 individuals participated in the seminars which were held at the following locations:

Atlanta, GA	Louisville, KY
Austin, TX	Miami, FL
Baltimore, MD	Minneapolis, MN
Boise, ID	Portland, OR
Charleston, WV	San Francisco, CA
Chicago, IL	San Juan, PR
Columbus, OH	St. Thomas, VI
Denver, CO	Stillwater, OK
Honolulu, HI	Washington, DC
Kansas City, MO	Worcester, MA
Las Vegas, NV	

- A resource notebook, entitled Resources for Entrepreneurship Education, was developed to assist vocational educators, Minority Business Development Centers, and others to develop, expand, and improve entrepreneurship education programs. Four drafts of the notebook were completed as recommendations from seminar participants, the panel of experts, and the ED Project Officer were accommodated. Some of the major features of the final notebook are (1) a rationale and supporting statistics for the inclusion of entrepreneurship education programs in vocational education; (2) a conceptual model for entrepreneurship education which depicts a lifelong learning theory and the roles business, government, education, and the individual play in this process; (3) specific strategies and model programs for infusing entrepreneurship education into the vocational education system; (4) a discussion of the training needs of minority entrepreneurs; (5) a plan for evaluating entrepreneurship education programs; (6) a section on

assistance agencies and strategies for collaboration among them; (7) an annotated bibliography of resource materials; (8) descriptions of 15 model entrepreneurship training programs; and (9) an annotated listing of assistance agencies. The notebook is available from the Oklahoma State Department of Vocational and Technical Education on a cost-recovery basis

- In order to assist vocational educators and others who wish to take leadership roles in replicating the local seminars in their communities, an implementation guide was developed entitled Entrepreneurship Education: An Implementation Guide for Organizing to Develop Programs and Collaborative Networks. The guide features (1) a rationale for the seminars, (2) specific suggestions for each step in preparing for a seminar along with refined samples of planning tools that can be used, (3) a description of some of the most successful activities from the project seminars, (4) a complete seminar agenda with specific suggestions for its implementation; (5) a description of special considerations in achieving seminar outcomes, (6) a section describing the development of a community plan of action at a seminar, and (7) samples of relevant materials that can be used in planning and conducting a seminar. The implementation guide is available for sale from the Oklahoma State Department of Vocational and Technical Education

Some other highlights of the project that contributed to the success of Oklahoma State University in meeting the objectives were:

- A computerized mailing list was compiled that contained approximately 6,000 names and addresses. The file was transferred electronically to the National Center for Research in Vocational Education at the conclusion of the project
- Two 800-lines were installed to allow easy access to the project office and which were used extensively by individuals interested in project activities
- A logo was developed and used on all materials relevant to project activities
- A final mass mailing was done to all individuals and organizations on the mailing list to ensure that they received instructions for obtaining copies of the project deliverables
- A total of four on-site evaluations and one follow-up evaluation were conducted at each local seminar. The results were computerized to give optimum input to the preparation of the implementation guide
- A small library of resource materials contributed to the project was developed at Oklahoma State University for use by students in the College of Education

The project staff utilized the many resources available at Oklahoma State University and the Oklahoma State Department of Vocational and Technical Education to enhance project activities and to fully meet project objectives. The national conference, local seminars, resource notebook, and implementation guide have all contributed to the successful outcomes of the project. The project activities were timely and relevant to the needs of entrepreneurship education in the nation today. This project was, however, just a beginning in the process of infusing entrepreneurship education into vocational education programs across the nation. Additional encouragement and support for vocational educators is required to ensure that all of the available resources for entrepreneurship education are utilized in a systematic way to provide the greatest potential benefit to the economic development of our nation.

A final report was developed which gives a complete summary of the project history and activities. The outcomes of the project are highlighted, and several conclusions and recommendations are included. A series of challenges for this decade are designed to stimulate creative thinking concerning issues in entrepreneurship education. The challenges are as follows:

Challenge No. 1: Train more adult entrepreneurs, and train them more successfully

> Adult entrepreneurship training has received much more attention during the last five years than perhaps any other educational level. Entrepreneurship centers and programs such as those which are part of the National Small Business Training Network are addressing many of the training needs of small business owners/managers. We are entirely in agreement with this approach. From January to September of 1983, 66,572 new small businesses were created (businesses with fewer than 100 employees). 53% of these firms were in the services and retail trade areas (35.6% service and 77.3% retail). Another 600,000 small businesses incorporated; about 50% of these representing new business start-ups. According to the Small Business Administration (March, 1984), about 400,000 businesses fail each year. 90% do so for voluntary reasons, and 10% fail leaving

outstanding debt or are forced to file bankruptcy. Of this 10%, more than 80% of the businesses are less than 10 years old and 99% have fewer than 100 employees. New small businesses are obviously much more susceptible to failure than larger, older businesses, and the single most significant reason cited for this in business literature is poor management, followed by poor planning in the initial stages. This information makes it apparent that the greatest immediate need in entrepreneurship education is the training of existing owners/managers, and of those individuals in the planning stages of starting new businesses; the rationale--these people have already made the decision to become entrepreneurs and training may very well make the difference between success and failure for them. Proper training may prevent potential business failures by increasing the chances for success by improving management skills, or by halting start-ups altogether by requiring individuals to be realistic about the possible success of the businesses. Vocational educators can provide a tremendous network of training and support in this area. Most of the assistance agencies for small business serve existing small business, so collaboration has more potential for success at this educational level than at any other. The Minority Business Development Centers should be an intregal part of any effort at this level.

Challenge No. 2: Develop pilot programs for research purposes

Pilot entrepreneurship programs can be developed in various vocational fields of service in cooperation with elementary schools and other assistance agencies. Results of the impact of the programs on students, and communities in terms of economic development, can be researched. This is a long-term project overall, but various aspects could be evaluated more quickly.

Challenge No. 3: Create awareness programs

Awareness programs can be instituted to alert students to the career option of entrepreneurship. Students who show interest in entrepreneurship could then be channeled into more intensive programs which would emphasize small business skills. This could be done entirely within the vocational secondary schools, and perhaps followed-up by specialized training offered through vocational postsecondary institutions.

Challenge No. 4: Coordinate the entrepreneurship activities of vocational youth organizations

Entrepreneurship activities that are already incorporated into various youth organization programs can be coordinated to further reinforce the awareness, basic skills, and application aspects of entrepreneurship education.

Challenge No. 5: Involve economic development agencies

Economic development is the most significant outcome of entrepreneurship education; therefore, the challenge exists to involve economic development agencies in the planning and evaluation of any entrepreneurship effort in a community and/or state. This would include state- and county-level economic development planners, local Chambers of Commerce, and others. It is important for vocational educators to take steps to develop collaborative planning networks that include economic development planners.

Challenge No. 6: Expand the collaborative efforts of national agencies

The Departments of Education and Commerce can initiate and/or support collaborative efforts involving the National Chamber of Commerce, the American Vocational Association, the American Association of Junior and Community Colleges, the National Federation of Independent Business, and other such groups to promote entrepreneurship education.

Challenge No. 7: Plan for teacher training in the area of entrepreneurship education

Vocational teacher-education materials need to be developed for use in vocational teacher education programs. Furthermore, there is a need to provide inservice training for the staff of such programs.

Challenge No. 8: Create a national clearinghouse

A national clearinghouse can be developed to centralize information about materials, assistance agencies, and resources relevant to entrepreneurship education.

III. TECHNICAL REPORT

A. INTRODUCTION

The purpose of this section is to introduce the project by way of an historical background and to discuss some of the issues surrounding entrepreneurship education. It is our view that the project was both timely and relevant given the current status of entrepreneurship education in the United States as it relates to societal and economic trends in the nation. It is important to view the activities and outcomes of the project in perspective to what has gone before in entrepreneurship education and to what may come after to appreciate the contribution the project has made to vocational educators and others who wish to promote the development, improvement, and expansion of entrepreneurship education programs in this decade.

History of the Project

As early as 1971, the Federal government was involved in the development and coordination of a national program for minority business enterprise as evidenced by Executive Order 11625. In 1972, the U.S. Department of Health, Education and Welfare established a task force at the request of the Interagency Council on Minority Business Enterprise which was charged with shaping "...a national policy and program for providing needed business management skills to existing and potential minority entrepreneurs." (U.S. Department of Commerce, 1974) The task force also was intended to mold a system for introducing minority youth to the possibilities of entrepreneurship as a career alternative. After an after an eighteen-month study the six basic findings of this task force were as follows:

1. The alarmingly high failure rate of minority-owned businesses is attributable primarily to the poor management and business skills of the owners and managers of these enterprises.

2. There is a chronic shortage of trained minority talent available to meet the pressing need for owners, managers, and business technicians in the growing numbers of new and expanding minority business firms.

3. Management and business skills are critical elements in the survival and successful growth of minority business enterprises.

4. Education and training programs designed to provide needed management and business skills must become an integral part of the national strategy to expand minority business ownership.

5. Entrepreneurship as a career opportunity for minority youth is given inadequate attention within the total educational system.

6. There is a wide range of existing national, state, and local resources which can be enlisted to support or conduct minority business enterprise education and training programs for existing, potential, and future entrepreneurs.

The task force strongly recommended that a comprehensive program for minority business enterprise education and training be established in order to achieve the national goal of expanding minority business ownership.

Currently, the Department of Commerce, Minority Business Development Agency (MBDA), utilizes the contractual services of approximately 100 private-sector firms across the nation which act as Minority Business Development Centers (MBDCs) to address the management and technical assistance training needs of minority business owners. In addition, the Research Program of the MBDA addresses itself to the problems and needs of existing and potential minority entrepreneurs so that future Federal assistance can be tailored to meet those needs. However, according to a 1983 update on minority-owned business problems and opportunities from the MBDA Research Program, although minority business participation has increased somewhat since 1972 and minority

business failures are much lower than had been previously believed, minority participation in small business is still very low and the same basic training needs exist as were identified by the 1972 task force. (U.S. Department of Commerce, 1984)

Vocational education historically has been involved with business and industry, and has traditionally supported the concept of entrepreneurship education through the marketing and distributive education, business and office, and agriculture/agribusiness fields of service. The Office of Vocational and Adult Education (OVAE) has sponsored the development of comprehensive entrepreneurship curriculum materials for vocational education such as the Program for Acquiring Competence in Entrepreneurship (PACE) developed by the National Center for Research in Vocational Education, and Getting Down to Business and accompanying materials developed at the American Institutes for Research.

In 1981, OVAE created a Task Force on Entrepreneurship Education to give leadership and attention to this priority area. The task force had input to a policy statement pertaining to national education efforts in entrepreneurship. It states:

> It is the policy of the U.S. Department of Education to encourage the inclusion of entrepreneurship as an integral part of vocational and adult education and to support all endeavors to deliver education for entrepreneurship. In keeping with this policy, the Office of Vocational and Adult Education will:
>
> 1. Give leadership to the development of entrepreneurship education.
>
> 2. Encourage the infusion of entrepreneurship concepts, essentially for career consideration, into all instructional programs in vocational and adult education.

3. Advocate the expansion of instructional programs specifically for entrepreneurship, especially at the postsecondary and adult levels of education.

4. Collaborate and cooperate with national associations and Federal agencies concerned with the small business environment, including those which provide special assistance to women and minorities.

5. Identify and disseminate information about exemplary practices in entrepreneurship education.

6. Provide the States with suggested strategies for the promotion and implementation of entrepreneurship education.

7. Advocate the concept that the potential for entrepreneurial success is not limited by reason of age, sex, race, handicapping condition, or place of residence, and give special attention to those underrepresented in entrepreneurial fields; namely, women and minorities.

8. Maintain a communications network with various audiences in the public and private sectors in order to advance entrepreneurship education at State and local levels.

9. Document the scope of activities and achievements in entrepreneurship education.

Also evolving from the activities of the task force was the project for which this report was written, "A Project to Promote Economic Development through Entrepreneurship Education and Training," awarded to Oklahoma State University in September of 1982. This project, along with another awarded to the National Center for Research in Vocational Education, was designed to carry out some, if not all, of the tasks for vocational education set forth in the policy statement. Of great significance is the fact that the Minority Business Development Agency and the OVAE collaborated on awarding the Oklahoma State University project. Both agencies have stressed the importance of collaborative efforts between education and business/industry at the national, state, and local levels in developing entrepreneurship education programs

because the need for and the scope of such programs dictates the utilization of resources of many types. No one agency or institution alone can provide a comprehensive training program for potential and existing entrepreneurs.

The status of entrepreneurship education in the United States at the time the project was awarded can best be described as disjointed. Many exciting activities were underway but there was not a single aspect of continuity to the efforts. This is understandable when entrepreneurship education is viewed as developmental--beginning with basic academic skills, economic understanding and career information; and then progressing from technical and business skill development and application, and enterprise development, to business management and growth. The territory covered is too large to be easily organized and unified.

The need for entrepreneurship education was unquestionable. Small business was having a tremendous impact on the economy as it moved ahead of big business in new start-ups, number of jobs created, and innovations, despite the fact that four out of five small businesses fail within the first five years of operation. The contention of advocates of entrepreneurship education is that the number of small business failures can be reduced if entrepreneurs are trained in the various aspects of small business planning, financing, management, and growth. This is particularly significant as the trend for future business moves toward highly technical fields such as information systems and services.

"A Project to Promote Economic Development through Entrepreneurship Education and Training" is one of the steps that the Federal government has taken to encourage the leadership of education, particularly vocational education, in developing, improving, and expanding entrepreneurship education

programs in the nation. Although vocational education focuses primarily on secondary, postsecondary, and adult education, the leadership role envisioned by the U.S. Department of Education involves all levels of education, all potential and existing entrepreneurs, and all existing public and private sector initiatives through collaboration. Vocational educators have simply decided to act as a catalyst for these efforts.

Project Objectives

The objectives of "A Project to Promote Economic Development Through Entrepreneurship Education and Training" were designed to align themselves with the policy statement on entrepreneurship education issued by the U.S. Department of Education, and to initiate the process whereby vocational educators would assume a leadership role in the development, expansion, and improvement of entrepreneurship education programs. The project objectives were as follows:

- To assist vocational educators and Minority Business Development Center representatives to develop, improve, and expand entrepreneurial education in their programs by providing them with program models, training strategies, and bibliographies of resource materials

- To promote the concept of entrepreneurial education in vocational education at both the secondary and postsecondary levels and to increase coordination with the Minority Business Development Center network service providers. This will be accomplished through on-site technical assistance in the form of training seminars

- To develop and disseminate entrepreneurial education packages for use by vocational educators and Minority Business Development Center network service providers. These packages will help to incorporate entrepreneurial skills training into vocational education and related programs, and will foster a continuing dialog among representatives of vocational institutions, Minority Business Development Centers, local and state education agencies, city and state officials, Chambers of Commerce, local business and trade associations, Federal programs such as those sponsored by the U.S. Department of

Commerce, the Small Business Administration, and the U.S. Department of Labor, and other interested groups to assist in developing a coordinated plan for comprehensive entrepreneurial education

The following section describes the tasks required by the contract that were intended to meet project objectives.

Overview of Project Requirements

The final contract for "A Project to Promote Economic Development Through Entrepreneurship Education and Training" called for the following tasks to be performed by Oklahoma State University:

A. Baseline Management Plan - an overall plan to govern project work to be performed, time involved for each task, and the resources to be used was to be worked out in Washington, DC, with the Project Officer from the U.S. Department of Education, the MBDA Project Monitor, and the project director.

B. Project Awareness Program - a three-part plan was required to create national awareness of the project. It involved (1) the design, reproduction, and dissemination of an informational flier; (2) the preparation and dissemination of a one-page abstract describing project activities; and (3) the planning and conducting of a national conference in Washington, DC, to demonstrate the vital importance of the inclusion of entrepreneurial skills training at both the secondary and postsecondary levels of the education system.

C. Instructional Materials Review - a comprehensive literature review was required that involved reviewing and synthesizing all current curriculum materials and resource documents related to entrepreneurship skills training that were appropriate to vocational education. The results of this work were to be evidenced in the annotated bibliography of a resource notebook.

D. Panel of Experts - a panel was to be established to contribute expertise to the development of project products, to review and critique the notebook contents, to advise project personnel on seminar strategies, and to participate in the seminars as presentors.

E. Planning Session - a two-day event in Washington, DC, was to involve the panel of experts, the MBDA Project Monitor, project staff, and the ED Project Officer. The purpose of the session was to review the contents for the notebook and plan for the seminars.

F. Resource Notebook for Entrepreneurship Education - a resource notebook for use by vocational educators planning to infuse entrepreneurial skills training into their programs was to be developed. Highlights of the notebook were to be (1) an annotated bibliography of resource materials, (2) model entrepreneurship instructional components and programs, (3) actual teaching and instructional strategies used in successful programs, (4) relevant information on assistance programs from State and Federal agencies, and (5) a general plan for evaluating the effectiveness of entrepreneurship education programs.

G. Minority Business Development Center Resource Notebook* - a resource notebook for MBDC directors to use to promote collaboration with vocational education was required. Highlights of the notebook were to be (1) a description of the special training needs of minority entrepreneurs, (2) an overview of vocational education systems, (3) strategies for collaborative efforts between MBDCs and vocational education, and (4) an annotated bibliography of resource materials.

* Please note that this notebook was merged with the resource notebook for vocational educators and one comprehensive document addressing all requirements was developed.

H. Notebook Review - a critical review of the resource notebook was to be done by members of the panel of experts and others knowledgeable in the fields of entrepreneurship and vocational training.

I. Seminar Notebooks - copies of the resource notebook draft were to be reproduced for use at the seminars to be held nationwide.

J. Entrepreneurship Training Seminars - a series of 20 local, community seminars were to be conducted nationwide to achieve the following: (1) to encourage vocational educators to include entrepreneurship components in their training programs; (2) to assist vocational program planners to expand their programs using entrepreneurship training components; and (3) to promote collaboration between MBDCs and vocational education systems.

K. Seminar Evaluation - an evaluation of the first seminar was to be conducted by a member of the panel of experts, following which he/she was to meet with the project staff, the ED Project Officer, and the MBDA Project Monitor in Washington, DC, to discuss recommendations and possible revisions to subsequent seminars.

L. Seminar Revisions - a logical extension of the seminar evaluation was to adjust later seminars based on the evaluation of the first seminar.

M. Entrepreneurial Training Package* - a package of materials to encourage states not directly served by the project to incorporate entrepreneurship education into their vocational programs was to be developed. The package was to consist of (1) the resource notebook for vocational educators, (2) a detailed description of how the seminar objectives were accomplished, and (3) suggestions for agendas of vocational education student groups to promote entrepreneurship.

* Please note that this document was produced separately from the resource notebook as a seminar implementation guide.

Oklahoma State University

Oklahoma State University is a large land-grant institution located in Stillwater, Oklahoma. The faculty and staff average 375 new grants and contracts yearly, for a total expenditure on research of more than $31 million. The College of Education, alone, has been awarded over $7.5 million in grants and contracts during the 1984 fiscal year. The University has a wide range of experience in research, instruction, training, and extension projects.

The School of Occupational and Adult Education (OAED), within OSU's College of Education, is a leader in vocational-technical education in a state which enjoys a national reputation for the quality of its work in this area. OAED prepares the largest number of vocational educators of any institution in the state and enjoys close working relationships with the staff of the Oklahoma State Department of Vocational and Technical Education. Many State Department staff have adjunct appointments at the University.

The University's involvement with entrepreneurship education extends back to 1964 when staff of the University, in collaboration with local businesses and the Service Corps of Retired Executives (SCORE), began development of a series of curriculum materials related to entrepreneurship. Its involvement continues through the operation of the Center for Entrepreneurship and Economic Education in the College of Business Administration and through the work of the National Center for Apparel Marketing and Merchandising in the College of Home Economics. The services of these centers extend beyond the borders of the state to meet the needs of entrepreneurs in the region as well as in the nation. Recently, faculty from the OSU College of Business have assisted students to form an Entrepreneurship Club which is a member of the Association of Collegiate Entrepreneurs.

The active involvement of faculty and staff at Oklahoma State University and the Oklahoma State Department of Vocational and Technical Education, and the cooperation among the various sectors within the university, has contributed significantly to the successful operation of this project. The services of the OSU Public Information Office, Printing Services, Graphic Design Office, Purchasing Services, Library, Grants and Contracts Financial Administration, College of Business, College of Home Economics, Education Research, Central Mailing, and Physical Plant have enabled project staff to carry out the requirements of this contract.

Project Staff and Panel of Experts

The work on this contract was accomplished through the efforts of the following people:

Dr. Melvin D. Miller	- Project Executive Director - Director, School of Occupational and Adult Education - Oklahoma State University
Dr. Mary L. Ellis	- Project Director 9/82 - 2/83 - Principal, Southeast Campus of Tulsa County Area Vocational/Technical Schools
Dr. Juanita Bice	- Senior Project Associate - Coordinator, Human Resources Development - Oklahoma State Department of Vocational and Technical Education
Dr. Kathryn Greenwood	- Senior Project Consultant - Professor, Clothing/Textiles/Merchandising and Director, National Center for Apparel Marketing and Merchandising - Oklahoma State University
Dr. Jerry Davis	- Project Associate - Assistant Professor, Distributive Education - Oklahoma State University
Mr. Benjamin Rivera	- Project Director 5/83 - 4/84 - Project Associate 4/84 - 9/84

Dr. Richard L. Lynch (and colleagues)	- Project Consultant - Professor, Vocational Education and Program Leader for Marketing Education - Virginia Polytechnic Institute and State University, Blacksburg
Dr. Garry R. Bice	- Project Consultant - Coordinator, Evaluation and Testing - Oklahoma State Department of Vocational and Technical Education until 9/84 - Associate Professor - University of Minnesota
Dr. Raymond W. LaForge	- Project Consultant - Associate Professor, Marketing - Oklahoma State University
Ms. Dianne Wimberley	- Senior Publications Editor - Oklahoma State University
Mrs. Anne Hunt	- Project Secretary - Oklahoma State University

The members of the Panel of Experts who acted in an advisory capacity for the project are as follows:

Dr. M. Catherine Ashmore	- Marketing Specialist The National Center for Research in Vocational Education - The Ohio State University
Mr. William H. Bailey	- Executive Director, Minority Business Development Center, Las Vegas, Nevada
Ms. Constance Gipson	- Gender Equity Consultant, California State Department of Education
Ms. Rita Gonzales	- Minority Business Development Agency - Dallas, Texas
Dr. Marion B. Holmes	- Director of Vocational Education - Philadelphia Public Schools
Dr. Paul G. Larkin	- Director of Institutional Research and Analysis, Prince George's Community College - Largo, Maryland
Mr. Leo E. Presley	- Director, Division of Productivity and Economic Development, Oklahoma State Department of Vocational and Technical Education

Dr. Gail Trapnell - Professor, Vocational and Career Development
- Georgia State University

The Honorable Wes Watkins - United States Congress

Dr. Benjamin C. Whitten - President, Baltimore Urban League

Launching the Project

"A Project to Promote Economic Development Through Entrepreneurship Education and Training" was awarded to Oklahoma State University in September of 1982. It was operated through the School of Occupational and Adult Education in the OSU College of Education. Ms. Kate Holmberg, U.S. Department of Education, Office of Vocational and Adult Education, was the Project Officer and worked in conjunction with Mr. John Bebris, the Project Monitor assigned by the U.S. Department of Commerce, Minority Business Development Agency. The work of the project began immediately under the direction of the Project Executive Director, Dr. Melvin D. Miller, and the initial Project Director, Dr. Mary L. Ellis.

B. PROCEDURES

The purpose of this section is to describe the methodologies used to fulfill the major requirements of the project. Also included is information about additional activities that enhanced project objectives but which were not identified in the original proposal.

Baseline Management Plan

The purpose of the baseline management plan was to ensure a coordinated and comprehensive approach to all project tasks to be performed. It was originally developed up as part of the technical proposal submitted to the U.S. Department of Education, and was subsequently finalized at a meeting in Washington, DC, involving the project director, Dr. Mary L. Ellis; the Senior Project Associate, Dr. Juanita Bice; the Project Officer, Ms. Kate Holmberg; the U.S. Department of Education Contract Officer, Ms. Carol O'Leary; the Project Monitor from the MBDA, Mr. John Bebris; and others. The meeting was conducted on October 21, 1982.

It should be noted here that the only change made to the original baseline management plan at this meeting was the postponement of the national awareness conference from December of 1982, to January of 1983, to allow additional planning time and to avoid conflict with the annual conference sponsored by the American Vocational Association.

Project Awareness Program

This was a three-part task intended to create national awareness of the project and its purposes. Although the three specific parts of this requirement were completed very early in the contract, project staff continued

throughout the project to generate awareness of the involvement of vocational education in entrepreneurship training.

1. Informational Flier - project staff designed a flier containing such pertinent information as the project address, goals and objectives, activities, and a mail-in section requesting additional information about the national conference, the local seminars, and the materials to be developed. The fliers were printed by the printing services at the Oklahoma State Department of Vocational and Technical Education. Copies were sent to the ED Project Officer for dissemination, and others were dispersed from the project office to individuals and organizations around the nation. A total of 4,000 fliers were distributed.

2. Abstract - a one-page abstract was prepared containing much the same information as the informational flier. Two hundred copies were sent to the ED Project Officer, and over the course of the project approximately 12,000 were dispersed from the project office as one of the primary awareness tools. Four slightly different forms of the abstract were utilized at various stages of the project due to staffing changes and the completion of activities. The fourth version was altered to use the past tense so that it could be included in a final mass mailing to approximately 6,000 individuals and organizations in which instructions were given for obtaining copies of the final materials developed for the project.

3. National Conference - this was a two and one-half day invitational conference held in Washington, DC, on January 25-27, 1983. The theme of the conference was encouraging collaborative efforts among relevant agencies, organizations, and individuals (public and private) at national, state, and local levels to work toward improving economic development through more

effective entrepreneurship skills education and training. The purposes of the conference were stated as (1) to focus on the entrepreneurial education and training needs of minorities; (2) to feature the necessity of including entrepreneurial skills training at the secondary, postsecondary, and adult levels in the educational system; and (3) to examine ways in which entrepreneurial activities can contribute to the economic development of the nation.

Information and/or invitations were extended to approximately 3,000 key individuals representing education, business/industry, and government who were actively involved or interested in promoting entrepreneurship education. Over 100 people from around the nation participated in the conference.

There were several notable presentors on the conference program, including Secretary of Education Dr. Terrell L. Bell; Assistant Secretary, Dr. Robert M. Worthington; and Mr. Victor Rivera, representing Secretary of Commerce, Mr. Malcolm Baldridge. However, the most distinguishing characteristic of the conference was the "working" task group approach used in two of the sessions. These sessions were scheduled to stimulate discussion on topics pertinent to entrepreneurship education and future project activities. Information concerning the specific topics discussed can be found on the conference agenda located in Appendix A.

Following the conference, proceedings were assembled and printed as a service of Dr. Donald W. Robinson, Dean of the College of Education at Oklahoma State University. A final participant list was compiled and both items were mailed to the conference participants.

Throughout the project, the staff continued to contact agencies and organizations associated with various aspects of entrepreneurship education to inform them about the project, as well as to obtain information from them

relevant to the work of the project. The awareness requirement was considered an ongoing task and was carried on through correspondence and telephone conversations even after the official closing date of the project. The installation of two 800-lines allowed interested individuals to call the project free of charge and greatly facilitated this effort.

Instructional Materials Review

Dr. Richard L. Lynch and colleagues at Virginia Polytechnic Institute and State University conducted a formal literature search and review of entrepreneurship education materials, specifically those applicable to vocational education. In addition, project staff reviewed appropriate materials as they became aware of them throughout the project.

In collaboration with the staff at VPI, the project staff developed a literature evaluation review form that was completed for all materials reviewed for use in the annotated bibliography of the resource notebook. The purpose of the form was to identify feature characteristics of the materials, intended audience, and so on. Each item reviewed was briefly abstracted. The selected annotated bibliography of the resource notebook contains over 150 abstracts of resource materials for vocational educators and others interested in promoting entrepreneurship skills training at various educational levels.

Panel of Experts

A panel of experts was established to contribute to the development of project products, to review and critique the resource ntebook contents, to advise project staff concerning strategies for conducting the seminars, and

to attend various seminars as presentors/facilitators. Members of the panel were identified prior to the awarding of the contract and were finalized early in the project. (See pp. 22-23 for a complete listing of panel members.)

The panel, consisting of nine people representing vocational education, business, the Minority Business Development Centers, and government, served as resource people to project staff on almost every aspect of project activity and attended many of the seminars as presentors and facilitators. Their contributions were entirely voluntary. The contract reimbursed them only for expenses incurred during travel to and from the seminars, and to the planning session held in May of 1983.

Resource Notebook for Entrepreneurship Education

The original contract called for two major deliverables; an entrepreneurial training package which was to consist of a resource notebook on entrepreneurship education for vocational educators along with materials for replicating the local seminars, and a resource notebook geared to the Minority Business Development Centers. As work progressed on these two documents, it became clear that the information relevant to one audience was also relevant to the other. Feedback from the panel of experts and evaluations of the two notebooks obtained from participants at the local seminars also indicated that it was not advisable to produce two separate documents. As a result, a formal request was made to the Project Officer that the two notebooks be merged and that one comprehensive document be developed. It was also recommended at that time that the materials pertaining to the replication of the local seminars be developed as a separate deliverable to accompany the resource notebook. The request was approved.

The development of the resource notebook proved to be extremely challenging. As the project staff began to review literature, contact assistance agencies and organizations of various types, and talk to experts in the field of entrepreneurship, it became clear that not only was there disagreement about what entrepreneurship is and whether or not education should be involved in teaching it, but also an overwhelming amount of current literature on the topic. According to Dr. Fran Jabara, Director of the Center for Entrepreneurship and Small Business Management at Wichita State University, more was written about entrepreneurship between 1980 and 1983 than had been written in the thirty years prior. It was obvious that some kind of structure was required to guide the development of the notebook and to ensure that the final product would be as relevant to the current needs of entrepreneurship education as possible. This led to the development of the Entrepreneurship Education Model.

The model, developed under the leadership of Dr. Garry Bice, is depicted in Figure 1. It presents a conceptual overview of the process of entrepreneurship education which is based on the assumption that preparation for an entrepreneurial career begins at the elementary education level and proceeds through five developmental stages. The model is based on a theory of lifelong learning that is always the responsibility of the individual, but to which contributions are made by the formal educational system as well as by various assistance agencies in both the public and private sectors. A full description of the model can be found in Chapter II of Resources for Entrepreneurship Education (Greenwood, et al., 1984).

Entrepreneurship Education model

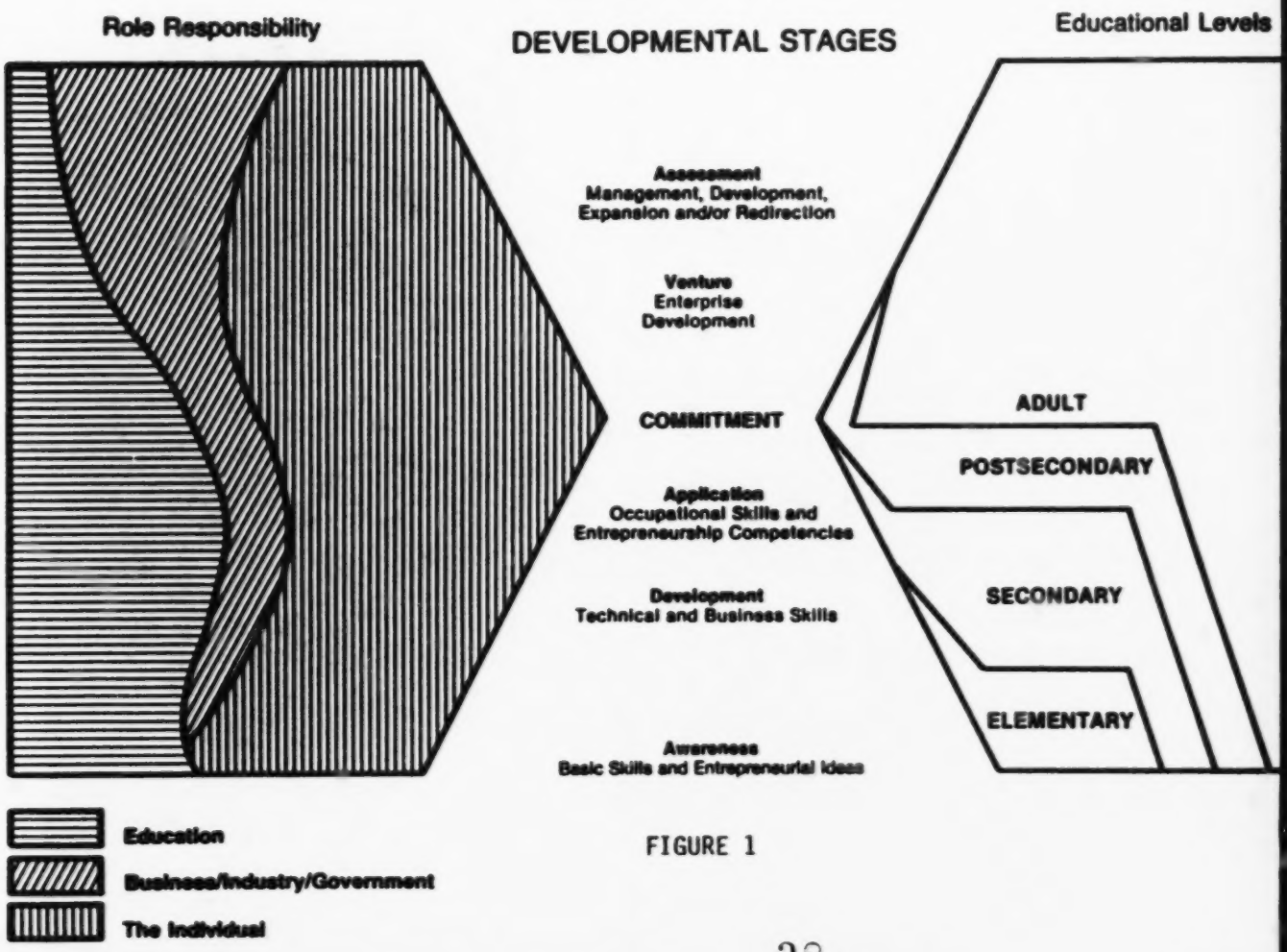

FIGURE 1

The model was used to integrate many important aspects of the project but contributed most significantly to the development of the resource notebook. Not only did it provide continuity and structure, but it insured that the notebook would be relevant to individuals working with potential and existing entrepreneurs at whatever level of development they might be. Once the structure was complete, it also became evident that there was an abundance of resources (curriculum materials and assistance agencies) for teaching entrepreneurship but a single, integrated approach to mobilize these resources was lacking. This lead to an even greater emphasis on collaboration and networking in the notebook and in the local seminars than might have otherwise been the case.

Dr. Kathryn M. Greenwood directed the development of the notebook and wrote portions of it herself. Also contributing to the writing were Dr. Garry R. Bice, Dr. Raymond W. LaForge, and Ms. Dianne Wimberley. These members of the project staff completed four drafts of the notebook in all. Revisions were based on recommendations from panel members, evaluations done at the local seminars, and suggestions from the ED Project Officer and others involved in entrepreneurship education.

The final notebook, which was printed by the Dallas regional office of the Government Printing Office and made available for sale by the Oklahoma State Department of Vocational and Technical Education, features the following:

- Justification for infusing entrepreneurship education into existing programs at all educational levels
- A conceptual model for achieving this infusion
- Concrete teaching strategies and model programs to use in infusing entrepreneurship education into educational programs at all levels
- A discussion of minority concerns and training needs in this area

- A general plan for evaluating entrepreneurship education programs
- A description of the various types of assistance agencies available which serve entrepreneurs and/or promote entrepreneurship education, and ideas for collaboration among them
- Strategies for developing collaborative networks to ensure maximum involvement of education, business, private sector groups, and government at local, state, and regional levels
- A selected annotated bibliography containing over 150 entries describing entrepreneurship education materials for all educational levels
- Descriptions of model programs being used successfully to train potential and existing entrepreneurs at each educational level
- An annotated listing of assistance agencies active in providing services and/or training to potential and existing entrepreneurs

The final notebook, entitled Resources for Entrepreneurship Education (Greenwood, et al., 1984), is useful for educators and program planners at all educational levels, as well as for others interested in promoting entrepreneurship education programs. The notebook contains a distillation of the vast numbers of existing resources for entrepreneurship education as it would have been impractical, if not impossible, to include every resource that came to the attention of project staff. The leadership role that can be played by vocational educators is stressed throughout the book. Also included are collaborative strategies that involve all existing resources to promote the most efficient use of time, personnel, and funds in developing, improving, and expanding entrepreneurship education programs.

Entrepreneurship Training Seminars

A series of twenty-one seminars on entrepreneurship education were held in various cities around the nation. The major portion of project staff time

between the months of April 1983, and May 1984, was spent planning and preparing for these seminars. The overall seminar objectives were as follows:

- To encourage vocational education program planners to include entrepreneurship components in their training programs
- To assist vocational education personnel in expanding their programs focusing on entrepreneurship training by providing relevant information on curricula, model programs, and assistance for vocational educators
- To promote cooperation and collaboration between local Minority Business Development Centers and vocational education systems by encouraging the use of established educational systems in upgrading the business techniques, management skills, budgeting, inventory control, and other entrepreneurial skills of MBDC clients
- To encourage seminar participants to establish a continuing dialog and to form collaborative networks for the purpose of program improvement and expansion in entrepreneurial skills training

The selection of the seminar sites was accomplished through a series of steps which began with a mass mailing to appropriate individuals and organizations around the nation. Approximately 4,000 letters were mailed. A brief description of the proposed seminars was given in a question-and-answer format and interested parties were asked to call or write the project office for additional information. As these requests came in, they were logged and the following items were sent to the interested parties: a) a form indicating the official interest and commitment of the site; b) a list of other site applicants from the same region should two or more groups wish to collaborate; c) additional information regarding the seminars; and d) an MBDC directory to enable the interested party to involve the local MBDC representative in seminar planning. (Note: The approximately 100 MBDC directors received all of the materials pertaining to the seminars on two separate occasions and were encouraged to host and/or participate in the seminars.)

Project staff received more than 150 inquiries for additional information on hosting the seminars. The number of actual application forms submitted was 33. These locations were presented to the Project Officer. Twenty were recommended as potential sites based on geographic location, content of the host application, and the apparent amount of support from various organizations at the site. Geographic location was an important consideration at this point for two reasons: a) the cost involved for project staff and the panel of expert members to travel to and from the seminars; and b) the distribution of the seminars over all educational regions--the original contract recommended that two seminars be held in two different states within each of the ten educational zones. Initially, six of the recommended sites were approved in June of 1983. After additional documentation had been secured, twenty locations were approved by the ED Project Officer to host the seminars.

The final list of approved seminar sites is displayed in Table I. It should be noted that the list contains twenty-two locations, although only twenty-one seminars were actually conducted. Due to major organizational changes within the administrative structure of the New York City Public Schools, New York City felt it necessary to withdraw as a seminar host. Project staff recommended Milwaukee, Wisconsin, as a replacement for New York. This was based on completed applications from both Whitewater and Milwaukee, and significant interest in entrepreneurship education in that area. However, Milwaukee was not approved and project staff were directed to develop St. Thomas, Virgin Islands, in conjunction with San Juan. In all, project staff had just three weeks in which to accomplish this. In addition to the replacement of New York as a site, Stillwater, Oklahoma, was requested as a twenty-first seminar location. This request was approved in April of 1984.

APPROVED SEMINAR LOCATIONS

City	Region	Seminar Date	Project Site Coordinator
Atlanta, GA	IV	Apr. 25 & 26, 1984	Dr. Bice
Austin, TX	VI	Jan. 25 & 26, 1984	Dr. Miller
Baltimore, MD	III	May 3 & 4, 1984	Mr. Rivera* (Dr. Davis)
Boise, ID	X	Feb. 2 & 3, 1984	Dr. Miller
Charleston, WV	III	Apr. 12 & 13, 1984	Mr. Rivera* (Dr. Greenwood)
Chicago, IL	V	Mar. 22 & 23, 1984	Dr. Davis
Columbus, OH	V	Mar. 13 & 14, 1984	Dr. Greenwood
Denver, CO	VIII	March 27, 1984	Dr. Greenwood
Honolulu, HI	IX	Feb. 16 & 17, 1984	Dr. Miller
Kansas City, MO	VII	Apr. 18 & 19, 1984	Dr. Miller
Las Vegas, NV	IX	Mar. 15 & 16, 1984	Dr. Bice
Louisville, KY	IV	Feb. 7 & 8, 1984	Dr. Greenwood
Miami, FL	IV	Apr. 4 & 5, 1984	Dr. Bice
Minneapolis, MN	V	June 14, 1984	Mr. Rivera* (Dr. Miller)
New York City, NY	II		
Portland, OR	X	Jan. 30 & 31, 1984	Dr. Miller
San Francisco, CA	IX	Mar. 22 & 23, 1984	Dr. Bice
San Juan, PR	II	Feb. 2 & 3, 1984	Mr. Rivera
St. Thomas, VI	II	Jan. 30 & 31, 1984	Mr. Rivera
Stillwater, OK	VI	May 10 & 11, 1984	Dr. Bice
Washington, DC	III	Nov. 1 & 2, 1983	Mr. Rivera
Worcester, MA	I	Apr. 12 & 13, 1984	Dr. Davis

* Responsibility for the development of these sites was transferred to Dr. Davis, Dr. Greenwood and Dr. Miller, respectively, effective April 9, 1984.

TABLE I

At least one seminar was held in each of the ten educational zones, with six of the ten hosting two or more. There were 21 different states involved.

Dr. Juanita Bice, who initially developed all seminar planning tools and was responsible for coordinating this phase of the project, worked in conjunction with the Executive Director and project staff to set up a master plan governing seminar activities. As sites were approved, they were assigned to one of the following staff members for site development and planning: Dr. Miller, Dr. Juanita Bice, Dr. Greenwood, Mr. Rivera, and Dr. Davis. Changes in the initial assignments were necessary to ensure the successful development of selected seminars. Staff worked with the local site coordinators to assist them in developing steering committees, agendas, publicity, and lists of potential participants. Additionally, local coordinators were sent the following materials to assist them during the planning stages: a) a sample agenda, b) suggestions for developing the seminar, and c) a checklist of activities to be completed prior to the seminar. A list of the local site coordinators and their addresses is included in Appendix B. Each site coordinator was asked to submit a list of the members of the local steering committee and a tentative agenda for approval by project staff. Close contact between project staff and the local site coordinators was important to ensure that project objectives were met along with the unique needs of each local community. The large variation in geographic location, sponsoring agency, and local needs made this aspect of the project especially interesting.

The division of responsibility between the project and the local sites regarding the seminars was standard. The project supplied developmental and planning support, conducted a pre-seminar training session for facilitators, supplied packets and notebooks for each participant, provided travel for one or two project staff members to attend the conference as presentors/facilitators,

provided travel for one or two panel of expert members to attend the conference as presentors/facilitators, provided up to $400.00 per site in honorarium expenses for speakers, and provided up to $200.00 per site for meeting-room expenses. Project staff also conducted on-site and follow-up evaluations of participants' reactions to the seminars. The sponsoring agencies at the local sites were responsible for developing and reproducing agendas, providing publicity and invitations, preparing participant lists, arranging for speakers, arranging for meeting rooms and meals and other logistical tasks, and for stimulating support within the community. This division of responsibility seemed to work very well and was satisfactory to the sites. During this time, project staff also developed a seminar informational flier which was used for promotional purposes. Each local coordinator was sent 200 or more fliers for his/her use.

It may be important to note here that although the seminars were originally intended to serve local communities, several sites opted to open participation on a state-wide basis. The original intent of the contract was to activate local resources primarily, while encouraging state-level support in vocational education. The director of a one-year project conducted by the National Center for Research in Vocational Education that ran concurrently with this project during 1983, collaborated with project staff in selecting nine states from those represented by the local seminars. State-level task forces in vocational education were established in those nine states preceding the local seminars. The purpose of the task forces in relation to this project was to initiate an interest in and a commitment to entrepreneurship education in vocational education at the state director's level. This support would then lend import to the local seminars by way of concrete commitments of resources from the state to support local efforts. The states involved in the

National Center project were Colorado, Florida, Maryland, Massachusetts, Missouri, New York, Ohio, Oregon and Texas. Of course, evidence of the full impact of both projects has yet to be seen as states and local communities set about implementing entrepreneurship education activities.

The first local seminar was conducted, per contract requirement, in Washington, DC. The District of Columbia Public Schools acted as sponsor. This seminar was attended by the ED Project Officer, the MBDA Project Monitor, and several of the project staff who met with Dr. Worthington and others following the seminar to evaluate the proceedings and plan for revisions to the remaining seminars. A formal review of the seminar was also done by Mr. G. H. Smith of Liliestedt Smith Associates, Inc. The results of the debriefing session and the formal evaluation indicated that the agenda, suggested participants, overall objectives, and expected outcomes of the seminar were sound. However, a clear communication of these items to the local site coordinator was lacking. The failure to communicate effectively had an impact on the DC seminar and therefore not all objectives were met. However, the seminar was good training for project staff and did succeed in bringing some key decision-makers together to discuss entrepreneurship education in the DC public schools.

The DC seminar was held in early November, and the next seminar was scheduled for late January. This allowed project staff time to evaluate the progress of the other sites in planning for their seminars and to take steps to avoid communication problems. Dr. Juanita Bice conducted a training seminar for project staff to refine presentations and to reemphasize the importance of effective communication between the project coordinators and the local site coordinators.

The next seminar, in Austin, Texas, was tremendously successful. Austin was one of those sites which chose to host a state-wide conference as opposed to a local one and which was a part of the National Center project. The structure recommended by project staff to accommodate a state-wide audience was to have each community/region involved establish its own steering committee and control participation from that area so that key representatives of education, business, and government would be present in the small groups at the seminar. This enabled each community/region to collaborate and plan for the needs of their particular area. In effect, several "local seminars" were going on within the same conference. This strategy appeared to be very effective when the appropriate mix of representatives from each area was present.

Some highlights of the seminars were:

- State-level and state-wide support of entrepreneurship education in Texas was evident. Texas is implementing a state-wide entrepreneurship program in the vocational schools
- The participation of the Small Business Development Centers and minority representatives in the Atlanta seminar added significant direction to the planning done during the seminar
- The Baltimore seminar participants worked together to plan for neighborhoods, which gave an interesting turn to seminar outcomes
- Overall state-level participation in the Boise conference, along with outstanding publicity and organization, resulted in a highly successful seminar
- Charleston made particularly effective use of resource people available from the local MBDC and the MBDA regional offices
- The Chicago seminar was initiated by the State Director for Vocational Education and was planned by a member of his staff. This gave a great deal of credibility to the seminar for vocational educators and others in the state

- There was a balanced representation of participants at the Columbus seminar and the enthusiastic opening remarks made by the State Director for Vocational Education and the Director of the State Department of Development set the tone for an excellent conference

- Denver hosted a large state-wide conference which was conducted in just one day, as opposed to two days at other locations, because the seminar was part of a series of events scheduled to promote and plan statewide entrepreneurship education in Colorado

- The seminar held in Honolulu was outstanding. It featured a carousel of presentors discussing model entrepreneurship education programs which proved very effective. The involvement of groups from Samoa, Guam, and the Mariana Islands created a unique and interesting atmosphere

- One successful aspect of the Kansas City seminar was a broad representation of local business people, particularly those representing the Chamber of Commerce

- Las Vegas was one of two sites where the seminar was hosted by the local Minority Business Development Center. This representation, along with representation by local educators, provided a good opportunity for successful collaboration

- The Louisville seminar, although planned by a representative from the state Department of Education, had excellent representation from business and government. This is evident in the comprehensive plans of action generated by this group

- The Miami seminar was co-coordinated by a representative from education (Florida International University, Center for Economic Education) and one from county government (Metropolitan Dade County Economic Development Office). This set the stage for collaborative planning at the seminar

- The cast of characters (speakers representing education, business, and government who described local efforts and programs in entrepreneurship education) was particularly effective in Minneapolis. The Minority Business Development Center hosted this seminar and the site coordinator was very conscientious in providing representation from all interested groups

- An unusual feature of the seminar in Stillwater, Oklahoma, was the direction received from five area school vocational directors who worked with the site coordinators to develop local representation from each of the communities served by their schools.

- The conference facilitators at the Portland seminar were particularly well chosen and effective. The local site coordinators had prepared facilitators and participants well in advance to meet the seminar objectives

- The seminar held in San Juan, Puerto Rico, was conducted almost entirely in Spanish. It was well supported by the Governor, the Director for Vocational Education, and other high-ranking officials in Puerto Rico

- San Francisco hosted a seminar which was attended by individuals from all over the state representing a broad variety of interests. The local coordinator was well prepared for this, which may be due in part to the excellent representation of the different interest groups on the steering committee. The steering committee was made up of the following individuals: a representative from an assemblyman's office; the site coordinator from the Center for Business Teachers, San Francisco State University; a member of the San Francisco Chamber of Commerce; a representative of the regional Minority Business Development Agency; an individual from the Small Business Administration's district office; a representative from the Chancellor's office of the California Community Colleges; a member of the Mayor's Economic Development Advisory Council; the education director of the National Federation of Independent Business; and a representative from the office of the State Director of Vocational Education

- Although the seminar in the Virgin Islands had to be developed very quickly, the local site coordinator did an excellent job of arousing interest in and enthusiasm for the seminar. The program presentors, including Mr. Theron J. Bell, Director of the Minority Business Development Agency, were impressive

- A highlight of the Washington, DC, conference was a presentation by Dr. Robert M. Worthington, Assistant Secretary, Office of Vocational and Adult Education, U.S. Department of Education

- Worcester, Massachusetts, hosted a seminar that was particularly effective in encouraging collaborative efforts between city government, local businesses, and local educators. This began with a close working relationship between a representative of the city's economic development office and the director of a local technical school (Fanning Trade and Health Technical School). Worcester also collaborated with Boston in developing the seminar

In summary, the local seminars were key to the outcomes of the project; that is, to encourage collaboration at the local level in developing, expanding, and improving entrepreneurship education programs. It was very important that they be well planned and executed to ensure that key representatives from all sectors were in attendance so that group efforts to arrive at a working plan for future activities would be comprehensive,

realistic, and worthwhile. As will be discussed in Section C, Outcomes of Project Activities and Events, the seminars were generally successful in meeting project objectives and were very appropriate as a first step in meeting current local needs in entrepreneurship education.

Seminar Implementation Guide

Due to decisions made concerning contract deliverables (as discussed earlier in this report), what was originally intended to be supplementary material for the resource notebook for vocational educators was developed instead as a separate document. This document, entitled Entrepreneurship Education: An Implementation Guide for Organizing to Develop Programs and Collaborative Networks, was a natural outgrowth of the local seminars. Its primary purpose is to present information that will assist educators and others to replicate the local seminars in their communities.

Dr. Juanita Bice, author of the guide, condensed the experience and information gleaned from the twenty-one project seminars into a handbook format geared primarily to vocational educators but also applicable to others interested in assuming leadership roles in promoting entrepreneurship education. Extensive evaluation information was obtained from participants at each seminar so that subsequent seminars could be improved. The feedback from the four on-site evaluation instruments and the one follow-up instrument obtained from participants at each location provided valuable information for developing the guide.

Some features of the seminar implementation guide are:

- A rationale for conducting an entrepreneurship seminar
- Specific suggestions for each step in preparing for a seminar along with refined samples of planning tools that can be used

- Descriptions of some of the most successful activities from the project seminars
- A complete seminar agenda with specific suggestions for its implementation
- A description of special considerations in achieving seminar outcomes
- A section describing the development of a community plan of action at a seminar
- Samples of relevant materials that can be used in planning and conducting a seminar

Other Tasks Accomplished

As the project progressed, Oklahoma State University was able to implement ideas that enhanced the activities of the project without additions to the original contract. Although some of them may have been mentioned in conjunction with other tasks, they are highlighted here:

- Full-time access to word processing equipment greatly enhanced flexibility in making revisions to materials and personalizing correspondence
- With assistance from the Oklahoma State Department of Vocational-Technical Education, a computerized mailing list was developed and used to personalize invitations to the national conference. That list was updated and expanded throughout the project, resulting in a comprehensive file of approximately 6,000 names and addresses. The file was coded so that mailing labels, letters, and lists could be run alphabetically, alphabetically by state, or alphabetically by specific mailing group. This list was transferred by disk to the National Center for Research in Vocational Education at the conclusion of the project. A printout was sent to the ED Project Officer
- At the conclusion of the national conference, conference notes and papers were produced by project staff for all participants. This activity was funded by Dr. Donald W. Robinson, Dean of the College of Education at Oklahoma State University
- A library of entrepreneurship resource materials was developed and maintained in a usable format that will be available to students in the College of Education at OSU

- Two 800-lines were installed for use by interested parties outside of the state of Oklahoma. The toll-free numbers were particularly useful for local seminar coordinators and potential seminar participants

- An informational flier was developed and printed for use in advertising the local seminars. The flier also served to generate a great deal of interest in the project in general

- A twenty-first seminar was planned and conducted in Stillwater, Oklahoma

- A final mass mailing to all individuals on the computerized mailing list was done. Instructions and order forms for obtaining copies of the resource notebook and seminar implementation guide were included

- Arrangements were made to have additional copies of the resource notebook and implementation guide printed by the Oklahoma State Department of Vocational and Technical Education to be sold on a cost-recovery basis

- The Public Information Office at OSU developed a logo for the project that was used on many of the seminar materials, notebook and guide covers, and so on. A large banner was also made to display the logo at the local seminars. The logo is presented in Figure 2

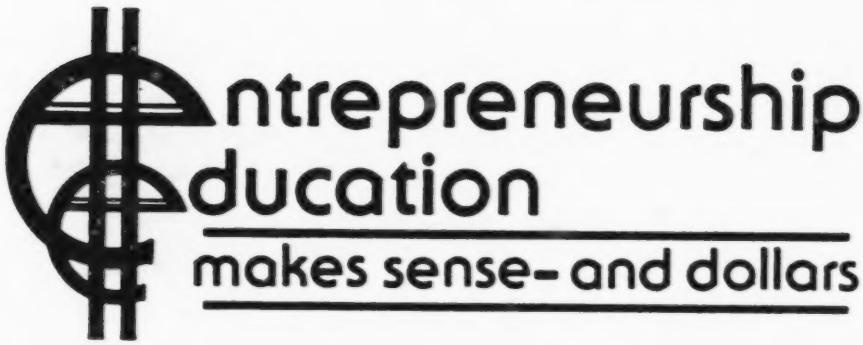

FIGURE 2

C. OUTCOMES OF PROJECT ACTIVITIES AND EVENTS

A project of this magnitude represents a major commitment on the part of the U.S. Departments of Education and Commerce to promote entrepreneurship education. The project objectives and tasks were carefully planned to derive optimal results for the money and time invested. The purpose of this section is to discuss the outcomes of project activities and events as they relate to the overall objectives. The project objectives as stated in the contract were:

- To assist vocational educators and Minority Business Development Center representatives to develop, improve, and expand entrepreneurial education in their programs by providing them with program models, training strategies, and bibliographies of resource materials
- To promote the concept of entrepreneurial education in vocational education at both the secondary and postsecondary levels and to increase coordination with the Minority Business Development Center network service providers. This will be accomplished through on-site technical assistance in the form of training seminars
- To develop and disseminate entrepreneurial education packages for use by vocational educators and Minority Business Development Center network service providers. These packages will help to incorporate entrepreneurial skills training into vocational education and related programs, and will foster a continuing dialog among representatives of vocational institutions, Minority Business Development Centers, local and state education agencies, city and state officials, Chambers of Commerce, local business and trade associations, Federal programs such as those sponsored by the U.S. Department of Commerce, the Small Business Administration, and the U.S. Department of Labor, and other interested groups to assist in developing a coordinated plan for comprehensive entrepreneurial education

Awareness Conference and Activities

The informational flier and project abstract were developed, printed, and in distribution by November of 1982. Initially, they were used in conjunction

with general information about and invitations to the national conference, and then throughout the project for awareness purposes. Approximately 4,000 fliers have been distributed in the last two years, the largest percentage of which went out in response to correspondence and telephone calls requesting general information concerning the project. A large number were also distributed at the annual American Vocational Association conference in St. Louis, Missouri, in December of 1982. As late as October 1984, project staff were receiving mail-ins clipped from the fliers indicating interest in project activities. The abstract, which was printed on a small offset press with no printing charge to the contract, was used in much the same way as the flier. Approximately 12,000 copies were printed and distributed through correspondence, AVA conferences, the national awareness conference, and the local seminars. This number includes those that were enclosed in the final mass mailing that was done at the end of the project. This represents a significant amount of contact with educators, business representatives, and government officials around the nation. Project literature reached numerous individuals in every state, and in Puerto Rico, the Virgin Islands, the Mariana Islands, Guam, Samoa, and several foreign countries. In many instances, these people represent organizations that can play key roles in the planning and organizing of entrepreneurship programs in their areas.

In addition to the distribution of the abstract and flier, project staff were able to generate awareness through general correspondence and telephone calls. The 800-lines were an asset because they encouraged interested individuals to contact the project office for information. Media publicity was also responsible for generating interest in project activities. The project was given national exposure through AVA publications, the National Center for Research in Vocational Education mailouts, the Entrepreneurial

Economy, the Insider and others. In addition, local publicity was often done for the seminars. The Daily Oklahoman and Tulsa Tribune both carried feature stories about the project as did numerous publications generated by Oklahoma State University. Several organizations serving entrepreneurs, such as the National Alliance of Homebased Businesswomen, the National Association of Women Business Owners, the National Federation of Independent Business, and the National Small Business Training Network provided their memberships with information about the project. Although information concerning the project was sent to more than 200 assistance agencies of various types which serve or promote entrepreneurship in some way, those mentioned previously are the ones of which we are aware that actually dispersed the information.

Although there is ultimately no way to ascertain how many individuals and organizations were made aware of the project and its objectives, it is apparent that information concerning the project was widely distributed and generated a great deal of interest. Awareness was considered an on-going task by project staff, who worked to promote the project at every possible opportunity.

Another aspect of the awareness requirement was the national conference held in Washington, DC, in January of 1983. The general purpose of the conference was to invite key individuals representing education, business/industry, and government to come together to discuss the role of entrepreneurship education in vocational education and to examine ways in which it would be likely to contribute to economic growth. Approximately 3,000 letters went out describing the conference and inviting key people to attend. Invitees included State Directors of Vocational Education and/or their representatives, Minority Business Development Center representatives, vocational educators in each of the eight fields of service, mayors and economic development representatives, leaders in minority and nonminority

business and professional organizations, and government officials. Response to the letters was good and actual attendance at the conference was about 115 participants. The variety of representation was balanced and some good information was generated as a result of the two "working" sessions at the conference. Some of the contacts made by project staff proved very useful throughout the contract. However, only half of the states were represented at the conference, and a large proportion of the participants were from the DC area. Overall, this did not detract from the quality of the outcomes achieved at the conference, but may have limited its value in promoting awareness and generating state-level support for the local seminars nationwide. Although this is speculative, we do believe that this aspect of the awareness plan could have been more effective if the budget planned for the conference had included funds to reimburse select invitees for their travel expenses. This recommendation is discussed further in Section D.

The project received added exposure due to the participation of staff in other entrepreneurship activities which were conducted during the project. Dr. Miller attended functions related to National Minority Enterprise Development Week in October of 1983, in Washington, DC, representing the project as a presentor. He also attended an entrepreneurship conference sponsored by the National Center for Research in Vocational Education (NCRVE) in the fall of 1983, and made a presentation on behalf of the project. Dr. Jerry Davis attended a second NCRVE conference in September of 1984 for the purpose of reporting on the progress and success of project activities. Additionally, Dr. Miller participated in a 30-minute radio broadcast which featured the project. The broadcast is a regular program sponsored by the Oklahoma Indian Opportunities Center. The project was also represented at the 1984 annual meeting of the Interational Council of Small Business by Dianne Wimberley.

Instructional Materials Review

This task, completed to a large extent by Dr. Richard L. Lynch and colleagues at Virginia Polytechnic Institute and State University (VPI), contributed to the achievement of that project objective which, among other things, entailed providing vocational educators and MBDC representatives with a bibliography of resources materials. The literature evaluations done by VPI comprise about two-thirds of the selected annotated bibliography in the resource notebook. The remainder was done by project staff and associates. The bibliography deals primarily with entrepreneurship education materials for vocational education, but is also representative of entrepreneurship education materials in general. It is not entirely comprehensive due to the extremely large number of new materials currently available, but it is an excellent resource for educators at the elementary, secondary, postsecondary, and adult educational levels.

VPI completed this task in a timely fashion and at a minimal cost to the contract. The quality of their reviews is exceptional.

In addition to the work done by Dr. Lynch and colleagues, project staff reviewed materials as they came to our attention. In many instances, authors, publishers, and institutions were willing to furnish complimentary copies of materials for our review, and in some cases we obtained them on a loan basis. Only time and the size of the notebook prevented us from developing a bibliography with 300 or more entries. Occasionally, lack of funds for the purchase of materials prevented us from reviewing particularly good resources. The dollar amount needed to purchase selected items would not have been excessive and would have facilitated this aspect of project work.

Resource Notebook

The notebook is the primary tool developed as a result of this project to assist vocational educators and MBDCs in the development, improvement, and expansion of entrepreneurship education programs. It also addresses the need for collaborative networks to achieve this objective. The notebook was organized and completed with a tremendous amount of input from project staff and consultants, the panel of experts, the OVAE, the MBDA, and participants at the local seminars. It represents the thinking of literally hundreds of individuals involved in entrepreneurship education. We believe it is an excellent source of information and assistance, and are confident that it will successfully meet its objectives.

From follow-up evaluations that were sent to approximately ten percent of the local seminar participants, we learned that within two months of receiving draft copies of the notebook at the seminars people were using them for a variety of purposes. Examples of these uses are as follows:

- To testify at a hearing on entrepreneurship education in Washington, DC
- To develop a proposal on marketing and entrepreneurship training, which was funded
- To obtain additional information on minority assistance for small business
- To develop an entrepreneurship unit for an existing vocational class
- To obtain information for the initiation of a Small Business Assistance Center
- To produce a workshop on entrepreneurship for Girl Scouts
- To develop a college trade association
- To teach a graduate class
- To do inservice training for public school teachers of free enterprise

- To prepare a professional paper on entrepreneurship
- To prepare a presentation for college staff inservice training
- To develop a class handout for secondary vocational students
- To prepare the curriculum for a summer school class on entrepreneurship
- To assist students requiring information on enterprise development
- To obtain references for the development of published articles

The final draft of the resource notebook contains more bibliography entries, much more information on assistance agencies, a complete section on model programs and many other features not included in the seminar drafts. This makes the final version of even greater value than earlier drafts, and if the utilization of the seminar notebook is at all indicative of what we can expect, vocational educators and MBDCs will put the resource notebook to good use.

Approximately 400 notebooks will be distributed to vocational educators, MBDCs, government agencies, and assistance agencies which serve entrepreneurs. In addition, they will be readily available on a cost-recovery basis from the Oklahoma State Department of Vocational and Technical Education. Letters have been sent to approximately 6,000 individuals and organizations describing the resource notebook and enclosing order forms. Every effort has been made to ensure a wide distribution of the books, and it seems reasonable to assume that they will be utilized to meet a variety of existing needs in entrepreneurship education.

Seminars

The purpose of the seminars in relation to the overall project objectives was twofold: a) to promote the concept of entrepreneurship education in vocational education; and b) to foster collaboration among education, business/industry, and government in promoting, developing, and expanding

entrepreneurship education programs. As described in Section B, every detail involved in the planning and implementation of the seminars was designed to further these objectives. For example:

- The application form which sites completed as a part of the location selection process asked very specific questions concerning the applicants' intent to foster collaboration and promote entrepreneurship education in vocational education
- Sites were required to establish seminar steering committees which represented vocational education and all other key organizations involved in entrepreneurship education. This was to ensure that the concept of collaboration was established at the outset, and that vocational education would be represented in the planning stages of the seminars
- Sites were encouraged to invite participants from education, business/industry, and government. These participants, ideally, were to be key decision-makers who could commit resources to implement the plans of action developed at the seminars
- The "working" nature of the seminars fostered collaboration since groups were made up of representatives from all sectors. Individuals within the groups had to collaborate to arrive at a plan of action
- The agenda for the seminars was formatted to promote collaboration
- The plans of action developed at the seminars were typed and edited by project staff and master copies returned to the local site coordinators for distribution to the seminar participants. This was done to formalize the plans and to make them available for use by seminar participants
- Complimentary drafts of the resource notebook were made available to all seminar participants to encourage the use of the information in establishing programs at the local level
- Project staff maintained close contact with local site coordinators throughout the planning stages to ensure that project objectives were promoted

Attendance at the seminars varied from approximately 150 participants in Austin to 20 in Minneapolis. Based on the participant lists from the 21 locations, about 1,200 individuals were involved in the seminars. This number is particularly significant in light of the fact that each participant was representing a much larger group of colleagues. Most of the plans of action developed by seminar participants indicated that a first step in initiating

the plans was to share the outcomes of the seminars with colleagues. Copies of some representative plans of action developed at the local seminars are located in Appendix C.

To facilitate the improvement of the seminars, as well as to determine the initial impact of the activities on the participants, four on-site evaluations and one follow-up evaluation were conducted for each site. The first three on-site instruments presented eleven separate agenda items to be rated by participants as poor, below average, average, above average, or very good in quality. The ratings varied from site to site as might be expected; however, the overall response to the quality of the seminar activities was very positive. Of eleven agenda items evaluated, nine were rated as average or better by more than 90% of the participants. The remaining two items were rated as average in quality or above by more than 85% of the respondents. If only the above average and very good responses for the eleven items are considered, the percentages remain high. The breakdown of the eleven activities is as follows: one received a rating of above average or very good from 49% of the participants; three items received these ratings from 55-64% of the participants; two items were rated high by 65-74% of the participants; three items received these ratings from 75-84% of the participants; and one item received high ratings from 89% of the participants. In all instances, the small task group sessions received the highest ratings among the eleven items evaluated.

The results of the formative, on-site evaluations indicate that the seminar participants had favorable immediate reactions to the activities as they occurred. The fourth on-site evaluation conducted was summative in nature and was the last conference activity at most seminars. The instrument

was designed to measure the impact of the seminar proceedings on the participants; ie., as a result of the seminar was a participant very likely, probably, uncertain, unlikely, or not to behave in a certain manner? The overwhelmingly positive response of the participants is indicated by the figures in Table II.

Not only did participants indicate strongly their belief that the seminars will stimulate the inclusion of entrepreneurship education components in vocational education programs, but that they have encouraged the establishment of continuing dialogs and collaborative networks for the purpose of expanding entrepreneurship training programs. Participants also indicated increased awareness concerning the problems involved in entrepreneurship development, and the majority felt better equipped to deal with them as a result of seminar activities. Of the participants responding to this evaluation instrument, 78% indicated that they attended all of the sessions, and 21% attended most of it. In addition, 93% responded that they had as much opportunity to participate in the activities as they desired. With all of this information taken into consideration, it can be assumed that the seminars did accomplish the objectives established at the outset. A variety of representatives from business, education, and government attended the seminars, actively participated, and felt very positive about the impact of the proceedings. Finally, 98% indicated a desire to participate in future entrepreneurship activities.

A follow-up evaluation of the seminars was conducted approximately six to eight weeks following each seminar. A random sample of approximately 10% of the participants was taken from the participant lists supplied by the local site coordinators. The purpose of the follow-up evaluation was to determine

LOCAL SEMINAR SUMMATIVE EVALUATION RESPONSES

Summative Evaluation Item	Percentage of Total Participants Responding with Probably or Very Likely
1. As a result of the seminar, do you think vocational education program planners will include entrepreneurship components in their training programs?	97.8%
2. Do you think enough relevant information on model programs was provided?	69.9%
3. Do you think enough relevant information on assistance agencies was provided?	70.2%
4. Do you think the seminar will promote cooperation and collaboration between local MBDCs and vocational education personnel?	67.3%
5. Do you think the seminar has encouraged the establishment of a continuing dialog and the development of collaborative networks for the purpose of expansion of entrepreneurship training programs?	82.6%
6. As a result of the seminar, do you think you have become more aware of the problems or stumbling blocks to encouraging entrepreneurship development?	89.7%
7. Do you think you are now equipped, as a result of the seminar, to help resolve some of those existing problems?	71.4%

TABLE II

in what types of follow-up activities, if any, the participants engaged after the seminars. Approximately 170 instruments were mailed out, and completed responses were received from 66 individuals; a return of 39%. The responses to the first four questions on the follow-up evaluation are displayed in Table III. The percentage of respondents who answered questions one and two affirmatively is encouraging. The specific examples of activities cited by the participants who answered the first two questions in the affirmative are particularly interesting. For example:

- In Washington, DC, a respondent met with representatives of the public school system to form implementation groups. This was a follow-up activity to the plan of action developed at the seminar
- A participant of the Austin seminar who is employed with the Small Business Administration met with local school district representatives to promote entrepreneurship education with an emphasis on economic education
- A group from the Virgin Islands met to plan a conference entitled "Promoting Entrepreneurship Awareness and Developing Entrepreneurial Skills"
- Mt. Hood Community College in Gresham, Oregon, has scheduled a summer workshop on entrepreneurship
- Oregon has instituted a Governor's Task Force on Entrepreneurship in Education. Several seminar participants serve on the Task Force and/or subcommittees of it
- After the Boise seminar, representatives of the Governor's staff who attended the seminar met to incorporate strategies for including ideas gained at the seminar into the Governor's Conference scheduled for the fall of 1984
- A Home Economics instructor who attended the Boise seminar met with an administrator to determine how entrepreneurial skills could be incorporated into the Home Economics business curriculum
- Following the seminar in Honolulu, a participant met with representatives from the University of Hawaii, the provost of Maui Community College, HPBA, and the Small Business Council to prepare a grant which was submitted to USDOL for improving career information and services to dislocated workers through entrepreneurship training and delivery partnerships
- Hawaii Pacific College has added a new curriculum with entrepreneurship as a major

SEMINAR FOLLOW-UP EVALUATION RESPONSES

Follow-up Evaluation Item	Response
1. Since the seminar that you attended, have you or a member of the agency you represent met with any other agency representative(s) to discuss plans or strategies for implementation that were developed at the seminar?	Yes: 38.5% No: 61.5%
2. Since the seminar, have you and others from your agency developed plans for promoting entrepreneurship education and training?	Yes: 45.5% No: 54.5%
3. Have you used the resource notebook or any of the resource materials given you during the seminar?	Yes: 48.5% No: 51.5%
4. How much time since the seminar have you spent reviewing the notebook and/or other resource materials?	None: 18.2% 1-10 Hours: 75.8% 11-20 Hours: 4.5% Over 20 Hours: 1.5%

TABLE III

- A participant of the Columbus seminar set up an in-service meeting with Career Education teachers to begin entrepreneurship training. Entrepreneurs have been scheduled as speakers, and a local slide presentation for classroom use is being prepared
- Illinois is planning a state-wide entrepreneurship education effort under the direction of the seminar steering committee
- One participant of the Chicago seminar has met with representatives of the Chicago Public Schools to promote entrepreneurship workshops
- A Denver seminar participant has developed an entrepreneurship unit for use in a secondary school program
- Another Denver participant assisted with an entrepreneurship workshop at Colorado State University and one for the State Board of Education designed for teachers in curriculum development
- A representative from education who attended the Charleston seminar has met with the local MBDC staff to plan a program in entrepreneurship for high school students
- Following the Worcester seminar, a participant working at the university level instituted some new minicourses on entrepreneurship in concert with SCORE. He/She is also involved in planning an annual award dinner to recognize local entrepreneurs

The variety of activities that have been initiated since the seminars is impressive. Several participants have indicated that the seminars acted as catalysts for these activities and others that are still in the planning stages. At this point in time, it appears that state-wide efforts to promote entrepreneurship education are underway in California, Colorado, Hawaii, Idaho, Illinois, Ohio, Oregon, and Texas and that local efforts are springing up in many communities. It is difficult to determine exactly what role the seminars have played in promoting all of these activities. Based on the written comments received from participants on all five evaluation instruments, in many instances the seminars represented the <u>first</u> effort to bring all of the interested parties from education, business/industry, and government within a community or state together to collaborate on a comprehensive plan of action for improving, expanding, and developing entrepreneurship education programs. It seems that

the concept of the local seminars was appropriate and timely given the status of entrepreneurship education in the nation, and that they did successfully meet project objectives.

Seminar Implementation Guide

In order to encourage vocational educators and others interested in promoting entrepreneurship education to sponsor local seminars in many communities throughout the nation, an implementation guide was developed by Dr. Juanita Bice. The guide, entitled Entrepreneurship Education: An Implementation Guide for Organizing to Develop Programs and Collaborative Networks, is a natural outgrowth of the 21 seminars sponsored by the project and provides excellent materials for replicating the seminars. The most successful strategies for achieving the seminar objectives were included, as well as samples of all of the materials used in planning and conducting the seminars.

The guide will be distributed, along with the resource notebook, to 200 individuals and organizations throughout the nation and will be available for purchase from the Oklahoma State Department for Vocational and Technical Education. A description of the guide and an order form were included in the final mass mailing that went to the 6,000 people on the project mailing list. Since the cost of the guide will be nominal, we hope that interested individuals will purchase copies and make them available to their colleagues. Until the guide has been distributed, it is impossible to determine how well it will meet project objectives. It is written in an easy-to-use style and the planning materials it includes are usable without revision. These features should contribute to its successful utilization.

Highlights

Some aspects of the project were particularly successful in meeting the overal objectives of the contract. They are highlighted in this section:

- The national awareness conference had over 100 people in attendance. Dr. Terrell L. Bell, Secretary of Education, was a keynote speaker
- A computerized mailing list of approximately 6,000 names and addresses was compiled and shared
- Two 800-numbers allowed interested individuals to call the project office for information and assistance
- The 21 local seminars were held literally all over the mainland U.S.A., and in Hawaii, the Virgin Islands, and Puerto Rico
- 1,200 people participated in the seminars and each received a draft of the resource notebook
- 4,000 project brochures and 12,000 abstracts were disseminated
- The resource notebook presents a comprehensive plan for infusing entrepreneurship education into the existing educational system. It also provides resource materials for accomplishing this goal
- The implementation guide gives suggestions for replicating the local seminars. It contains recommendations gleaned from all 21 project seminars

D. CONCLUSIONS AND RECOMMENDATIONS

That the project has been a success in terms of meeting the overall objectives has been made apparent throughout the various sections of this report. Project staff are proud of the outcomes of the work that was done but are also cognizant of the tremendous amount of work remaining in the area of entrepreneurship education. The purpose of this segment of the final report is to share some of the conclusions that have been drawn based upon the experiences of the last two years, and to offer recommendations for future activity.

Project Format, Staffing, and Timing of Events

Conclusion: Ultimately, the project format proved to be successful. The significance of the project format is in the nature of the collaborative effort between Education and Commerce that serves as an example for future entrepreneurship education efforts.

Some difficulty was experienced and work delayed in the communication process between the U.S. Departments of Education and Commerce. Initially, we were somewhat disappointed by the lack of support and participation from the Minority Business Development Centers. Although we mailed more information to the MBDC directors than to any other single group, only three expressed interest in hosting local seminars. Several of the seminars did not have MBDC representatives in attendance even though invitations had been extended to the MBDCs at every location (with the exception of Boise, Idaho, which does not have a local MBDC). However, according to the evaluation data gathered at the seminars, a total of 20 MBDC representatives participated in the activities (about 1-1/2% of the total attendees). This is a relatively good attendance

since the MBDCs represent just one agency among many agencies, and the one follow-up evaluation returned by an MBDC representative indicated that he/she had participated in additional collaborative efforts. It may be that encouragement from the Minority Business Development Agency after the planning for the local seminars was underway accounted for the increased involvement of the MBDCs at that time.

Recommendation. The provision that one agency take the lead in monitoring the project is advisable provided the cooperating agency maintains a high level of awareness of project needs and activities. It is important to note that MBDCs contract with the MBDA to provide certain services to minority small business and unless an activity has been scheduled as one of their responsibilities, it becomes an additional item on their agendas. Therefore, the MBDCs should be alerted far in advance of any major activities in which they are expected to participate, and should be among the first agencies contacted by vocational educators and others preparing for local and state entrepreneurship activities. This will give MBDC directors time to allow for their involvement.

Conclusion. In view of the dimension of the tasks that were to be accomplished as a part of the project, staffing was critical. The loss of the full-time project director five months into the project was particularly unfortunate, and only the calibre of the remaining staff kept the project on target. The project was sparsely staffed to begin with for budget purposes, and the loss of a full-time staff member produced a tremendous workload for the remaining staff. Anticipating difficulty in recruiting a qualified project director for the remaining months of the contract, Dr. Miller, in conjunction with Dean Robinson, recommended to the Department of Education that the project continue under the team management of Dr. Juanita Bice,

Dr. Kathryn Greenwood, and himself. Additional editing and clerical staff would be hired under this arrangement. In order to more fully assess the situation and the needs of the project, a site visit was arranged by the Project Officer, Kate Holmberg, and Special Assistant to Dr. Worthington, Dr. Alba Moesser. This visit took place on February 16, 17, and 18, 1983, and involved all of the project staff (including Dr. Ellis), Dean Robinson, Dr. Boger (President of the University), and Dr. Kenneth McKinley (Director of Education Research).

What ultimately occurred as a result of the site visit was that Oklahoma State was required to recruit for a project director. A national search was done and the position of project director was filled in May of 1983. Mr. Benjamin Rivera was the successful applicant. During the months between the departure of Dr. Ellis and the arrival of Mr. Rivera, the project functioned under the team management approach and all deadlines were met. On April 9, 1984, Mr. Rivera was removed as project director and recognized as a project associate.

Recommendation. Although there is no doubt that the ideal situation in any contract is that it progress under the direction of one project director from beginning to end, given our experience with this project, it is still our contention that a team management approach utilizing remaining professional staff is preferable to recruiting a new project director once the activities of a contract are well underway. Our reasons for this stance are as follows: (1) it is difficult to recruit a qualified individual to direct a national project of a temporary nature, particularly when several months of the contract have already expired; (2) it is difficult to make adjustments to ongoing activities and procedures, particularly those of a temporary nature; (3) it is difficult for the individual coming into the project to adapt his/her leadership style to

directives that are already functioning and in place; and (4) the workload involved in a project of this type is too great to accommodate much of an adaptation period, or changes in direction, as these require time. We recommend that adjustments in project staffing be given serious consideration should a future project find itself in a similar situation.

Research/Resources

Conclusion. Many resources are available to assist educators in teaching entrepreneurship. It would have been possible to double or even triple the size of the resource notebook had time, space, and funds allowed project staff to continue collecting, compiling, and reviewing curriculum material, research articles, business publications about entrepreneurship, and information about assistance agencies. We do not see an immediate need for funds to develop additional entrepreneurship curriculum materials for the public school classroom, or to develop new assistance agencies.

Recommendation. We do see a need for funds to be allotted for the research of entrepreneurship in vocational education and its current and potential impact. The lack of a research base on entrepreneurship in vocational education clearly supports the need for a wide variety of research efforts in the field. There is a large amount of information about entrepreneurship as it relates to the economy and to social aspects of our culture, but very little, if any, as it relates to whether or not entrepreneurship can be successfully taught in vocational education programs.

Creating Awareness

Conclusion. Although we were not unhappy with the results of the national awareness conference, and are very pleased with other awareness aspects of the project, we believe that the conference could have given additional national exposure to the project.

Recommendation. It is our hypothesis that the national conference could have met conference and project objectives more successfully had funds been allocated to cover the expenses of at least two representatives from each state to attend. Only 50% of the states were represented at the conference and those were not necessarily represented by state-level participants in key decision-making and/or influential positions. This is not meant to be a negative reflection on the conference participants who attended at their own expense due to a sincere interest in entrepreneurship training. We would have very much liked to attract these same individuals, and in addition, been able to guarantee nation-wide participation from vocational educators at the state level along with their counterparts in economic development. An invitation to attend, coupled with the offer of reimbursement for travel expenses, would have greatly facilitated this kind of participation and subsequently created widespread support and commitment of resources. We believe these would have been dollars well invested, particularly if the effort had been coordinated with the National Center project.

Recommendation. Teleconferencing is an awareness tool that might have been effectively used as a part of this project. Either the initial awareness conference, one or two of the local seminars, or a "wrap-up" conference could have been planned as a national teleconference to facilitate participation by states not directly served by the project. We recommend teleconferencing for future activities.

Developing Collaborative Networks to Promote Entrepreneurship Education

Conclusion. The development of collaborative networks to promote the development, expansion, and improvement of entrepreneurship education programs in vocational education and elsewhere is perhaps the single most important effort educators and others can make at this time. If the numerous resources available could be integrated through voluntary cooperation, the infusion of entrepreneurship education into the entire educational curriculum is possible. The local seminars were unique in most communities. It was astonishing how little information education, business/industry, and government organizations had of one another's services and resources at state and local levels. Participants were amazed at the number and variety of resouces in their communities, and were eager to learn and to share information about their programs. It is our assessment that this project initiated collaborative dialogs at exactly the right time to encourage cooperation that will prevent costly duplication of effort. To the best of our knowledge, no state had yet implemented a state-wide entrepreneurship training effort at the time the project began, and project activities coordinated well with the activities of those states that were still in the planning stages.

Recommendation. Replicas of the local seminars involving state-level support from vocational education and other appropriate agencies need to be conducted in every state that was not served by the project, and perhaps in a few of those states where the project seminars did not have the necessary support at the time they were held. We would encourage additional cooperative projects funded by Federal agencies, provided they follow a pattern similar to

this one; ie., that the funds be expended to encourage and motivate existing agencies to collaborate, plan, and implement entrepreneurship training programs that meet local needs.

The Role of Vocational Educators in Entrepreneurship Education

Conclusion. The role that vocational education can play in the development of collaborative networks to promote entrepreneurship education is one of leadership in initiating the dialog. A state-level commitment to the infusion of entrepreneurship education into vocational programs can facilitate the development of collaborative activities at the local level to create a plan for implementation that utilizes all of the appropriate resources to meet local needs. The nature of entrepreneurship education requires a close relationship between vocational education and business, and also involves government because of the services and venture capital it supplies to small business. Vocational educators are adept at collaborating with business and industry in every field of service and should be able to accommodate additional joint efforts with regard to entrepreneurship education.

Vocational educators lead the educational field in innovation and progressive thinking, responding readily to the ever-changing needs of American business and industry. The trend in our society toward entrepreneurship and small business is a clear indication of the need for vocational education to again take the leadership role in meeting the needs of the American people and of the economy.

Recommendation. We support the continued involvement of the Office of Vocational and Adult Education in the promotion of entrepreneurship education at the state and local levels. Since the economic needs and resources of

states and communities vary, national support for state- and community-level activities appears to be the most beneficial approach Federal government and other national agencies can take. Collaborative efforts at the national level can be extended to encompass state and local planning and implementation. Although a variety of agencies and organizations assumed leadership roles in hosting the 21 project seminars, the involvement of vocational education was a vital part of the success of each program, and in many instances, the state-level support of vocational education has been the only impetus to the actual implementation of the plans of action developed at the seminars. We encourage vocational educators to take the leadership role in developing collaborative networks to plan for the infusion of entrepreneurship education programs at all educational levels.

Utilization of the Resource Notebook

Conclusion. As with all resource documents, the immediate value of the notebook is greater than it will be five or ten years from now. It was developed to serve the current needs of vocational educators and should be widely distributed as quickly as possible. Much of the information will remain useful, but we believe it should be made available and used within the next two years.

The notebook contains good information for vocational administrators to use in taking the leadership role in promoting entrepreneurship education and is a useful tool for program planning. The strategies recommended in the notebook can be adapted to local, state, and regional programs, which makes the information relevant for administrators at all levels of education. In addition, the notebook was written with the needs of business and other leaders in mind. Anyone interested in assuming a leadership role in promoting

entrepreneurship education programs at any educational level and in a variety of settings will find the notebook useful.

Recommendation. We recommend that the Office of Vocational and Adult Education and the Minority Business Development Agency distribute information about the notebooks widely, and as quickly as possible. In addition, a national clearinghouse for information on entrepreneurship education materials, assistance agencies, and activities should be supported on a permanent basis. There are literally hundreds of organizations capable of contributing to a comprehensive effort to centralize resource information.

E. A CHALLENGE FOR THIS DECADE

Entrepreneurship education is a relatively new and very exciting field. It is comprehensive in nature and is adaptable to literally every vocational area. Entrepreneurs require many skills, more perhaps than in any other occupation, if entrepreneurship can be considered a career selection. Entrepreneurs also require many personality strengths to endure the rigors of enterprise development. They require an independence and belief in themselves that is not traditionally fostered in our educational system. Entrepreneurship education presents many challenges to vocational and other educators.

We would like to conclude the final report for "A Project to Promote Economic Development Through Entrepreneurship Education" by offering a series of challenges to stimulate creative thinking about issues that are important, if not essential, in infusing entrepreneurship education into vocational education through the collaborative efforts of all the organizations and individuals serving potential and existing entrepreneurs. These challenges are stated as suggestions to constitute possible agendas for the future rather than as recommendations for action. Recommendations could pose unnecessary restrictions on how people view the potential of entrepreneurship education to shape the economic future of our nation. The comprehensive and lifelong nature of entrepreneurship education calls for innovative planning and action; new ways of thinking and cooperating. Thus, we offer challenges to stimulate that process.

Challenge No. 1: Train more adult entrepreneurs, and train them more successfully

Adult entrepreneurship training has received much more attention during the last five years than perhaps any other educational level.

Entrepreneurship centers and programs such as those which are part of the National Small Business Training Network are addressing many of the training needs of small business owners/managers. We are entirely in agreement with this approach. From January to September of 1983, 66,572 new small businesses were created (businesses with fewer than 100 employees). 53% of these firms were in the services and retail trade areas (35.6% service and 77.3% retail). Another 600,000 small businesses incorporated; about 50% of these representing new business start-ups. According to the Small Business Administration (March, 1984), about 400,000 businesses fail each year. 90% do so for voluntary reasons, and 10% fail leaving outstanding debt or are forced to file bankruptcy. Of this 10%, more than 80% of the businesses are less than 10 years old and 99% have fewer than 100 employees. New small businesses are obviously much more susceptible to failure than larger, older businesses, and the single most significant reason cited for this in business literature is poor management, followed by poor planning in the initial stages. This information makes it apparent that the greatest immediate need in entrepreneurship education is the training of existing owners/managers, and of those individuals in the planning stages of starting new businesses; the rationale--these people have already made the decision to become entrepreneurs and training may very well make the difference between success and failure for them. Proper training may prevent potential business failures by increasing the chances for success by improving management skills, or by halting start-ups altogether by requiring individuals to be realistic about the possible success of the businesses. Vocational educators can provide a tremendous network of training and support in this area. Most of the assistance agencies for small business serve existing small business, so collaboration has more potential for success at this educational level than at any other. The Minority Business Development Centers should be an intregal part of any effort at this level.

Challenge No. 2: Develop pilot programs for research purposes

Pilot entrepreneurship programs can be developed in various vocational fields of service in cooperation with elementary schools and other assistance agencies. Results of the impact of the programs on students, and communities in terms of economic development, can be researched. This is a long-term project overall, but various aspects could be evaluated more quickly.

Challenge No. 3: Create awareness programs

Awareness programs can be instituted to alert students to the career option of entrepreneurship. Students who show interest in entrepreneurship could then be channeled into more intensive programs which would emphasize small business skills. This could be done entirely within the vocational secondary schools, and perhaps followed-up by specialized training offered through vocational postsecondary institutions.

Challenge No. 4: Coordinate the entrepreneurship activities of vocational youth organizations

Entrepreneurship activities that are already incorporated into various youth organization programs can be coordinated to further reinforce the awareness, basic skills, and application aspects of entrepreneurship education.

Challenge No. 5: Involve economic development agencies

Economic development is the most significant outcome of entrepreneurship education; therefore, the challenge exists to involve economic development agencies in the planning and evaluation of any entrepreneurship effort in a community and/or state. This would include state- and county-level economic development planners, local Chambers of Commerce, and others. It is important for vocational educators to take steps to develop collaborative planning networks that include economic development planners.

Challenge No. 6: Expand the collaborative efforts of national agencies

The Departments of Education and Commerce can initiate and/or support collaborative efforts involving the National Chamber of Commerce, the American Vocational Association, the American Association of Junior and Community Colleges, the National Federation of Independent Business, and other such groups to promote entrepreneurship education.

Challenge No. 7: Plan for teacher training in the area of entrepreneurship education

Vocational teacher-education materials need to be developed for use in vocational teacher education programs. Furthermore, there is a need to provide inservice training for the staff of such programs.

Challenge No. 8: Create a national clearinghouse

A national clearinghouse can be developed to centralize information about materials, assistance agencies, and resources relevant to entrepreneurship education.

APPENDICES

APPENDIX A

NATIONAL AWARENESS CONFERENCE AGENDA

AGENDA

PROMOTING ECONOMIC DEVELOPMENT THROUGH ENTREPRENEURSHIP EDUCATION AND TRAINING

January 25 - 27, 1983

Sheraton National Hotel
Arlington, Virginia

THEME: Encouraging collaborative efforts among relevant agencies, organizations, individuals (public and private) at national, state and local levels to work toward improving economic development through more effective entrepreneurship skills education and training

PURPOSES:

(1) Focus on entrepreneurial education and training needs of minorities

(2) Feature the necessity of including entrepreneurial skills training at the secondary, post-secondary and adult levels in the educational system

(3) Examine ways in which entrepreneurial activities can contribute to the economic development of the nation

JANUARY 25

Registration	**4:00 - 6:45 P.M.**
Dinner	**6:45 P.M.**

STATE OF THE UNION ADDRESS

President Ronald Reagan

JANUARY 26

Breakfast Buffet — **7:30 A.M.**

Welcome — **8:50 A.M.**

Dr. Donald W. Robinson
Dean, College of Education
Oklahoma State University

Conference and Project Overview — **9:00 A.M.**

Dr. Mary L. Ellis
Director, Entrepreneurship
Education and Training Project
Oklahoma State University

Speaker: **Dr. Robert M. Worthington** — **9:10 A.M.**
Assistant Secretary
Office of Vocational and Adult Education
U.S. Department of Education

Topic: *Entrepreneurship Education and Training*

Panel Discussion — **9:30 A.M.**

Panel **William H. Bailey**
Executive Director
Business Development Center
Las Vegas

Ms. Rita Gonzales
Business Development Specialist
Minority Business Development Agency
Dallas

Dr. Richard L. Lynch
Professor and Program Leader in Marketing Education
Virginia Polytechnic Institute and State University
Blacksburg

Topic: *History, Function, Accomplishments, Needs and Strategies for Articulation in Entrepreneurship Education and Training*

Coffee Break — **10:45 A.M.**

Questions and Answers — **11:00 A.M.**

Synthesis of Panel Discussion — **11:30 A.M.**

Dr. Paul Larkin
Director of Institutional Research and Analysis
Prince George's Community College

Luncheon — **12:00 Noon**

Speaker: **Mr. Malcolm Baldrige**
Secretary, U.S. Department of Commerce

Topic: *Entrepreneurial Skill Development for Economic Growth — Needs and Priorities*

Speaker: **Dr. H. Naylor Fitzhugh** — **1:30 P.M.**
Project Consultant
Pepsi Cola Company

Topic: *Minority Business and Community Development*

Questions and Answers — **2:00 P.M.**

Coffee Break — **2:30 P.M.**

Task Groups — **2:45 P.M.**

Topics:

* *What specific types of help do entrepreneurs, particularly minority entrepreneurs, need in achieving economic independence*
* *What is the role of Vocational-Technical Education in articulating entrepreneurship skills training with other agencies*
* *What is the role of the Business Development Centers in articulating entrepreneurship skills training with vocational education and other agencies*

Adjourn — **5:00 P.M.**

DINNER ON YOUR OWN

JANUARY 27

Breakfast Buffet — **7:30 A.M.**

Speaker: **Dr. Fran Jabara** — **8:45 A.M.**
Director, Center for Entrepreneurship
Wichita State University

Topic: *Entrepreneurship — The Way to Economic Development*

Speaker: **Ms. Elizabeth "Betsy" Schwammberger**
Director of Education
National Federation of Independent Business

Topic: *Building Collaborative Efforts to Promote Economic Development*

Coffee Break — **9:45 A.M.**

Task Groups — **10:00 A.M.**

Topics:
* *Identify potential strategies for articulating training and using the resource guidebooks*
* *Recommend/identify additional resource materials*
* *Discuss potential sites and participants for local seminars*

Luncheon — **12:00 Noon**

Speaker: **Dr. Terrell Bell**
Secretary, U.S. Department of Education

Topic: *Encouraging Collaborative Efforts for Entrepreneurship Skills Development*

Conference Summary — **1:30 P.M.**

Speakers: **Dr. Robert M. Worthington**
Dr. Mary L. Ellis

Topic: *Where Do We Go From Here?*

Adjourn — **2:30 P.M.**

APPENDIX B

LOCAL SITE COORDINATORS

Local Seminar Sites and Coordinators
(Alphabetical by City)

SAN FRANCISCO, CALIFORNIA

Dr. Robert F. Haller
Specialist
Marketing & Distributive Education
Center for Business Teachers
San Francisco State University
San Francisco, CA 94132

(405) 469-1398/2961

SPRINGFIELD, ILLINOIS

Ms. Nona R. Denton
Contract Administrator
Research & Development Section
Illinois State Board of Education
100 North First Street
Springfield, IL 62777

(217) 782-4620

ST. CROIX, VIRGIN ISLANDS

Mr. Chester R. Williams
Executive Director
V.I. Advisory Council for
Vocational Education
1st Floor, Hamilton House
C'sted, St. Croix, VI 00820

(809) 773-7200

STILLWATER, OKLAHOMA

Dr. Juanita W. Bice
Oklahoma State Department of
Vocational and Technical Education
1500 West Seventh
Stillwater, OK 74074

(405) 377-2000

WASHINGTON, DC

Dr. Cynthia M. Bell
Branch Chief
D.C. Public Schools
Career Development Programs
Browne Junior High School
24th & Benning Road, NE
Washington, DC 20002

(202) 724-8690 OR
(202) 724-2096

WORCESTER, MASSACHUSETTS

Ms. Joanne Kennedy
Staff Assistant
Executive Office of the City Manager
Office of Planning and Community Development
405 Main Street, Suite 400
Worcester, MA 01608

(617) 799-1400

Local Seminar Sites and Coordinators
(Alphabetical by City)

LOUISVILLE, KENTUCKY

Ms. Suzanne Moore
Curriculum Specialist
Kentucky Department of Education
2017 Capital Plaza Tower
Frankfort, KY 40601

(502) 564-4286

HONOLULU, HAWAII

Dr. Lawrence Zane
University of Hawaii at Manoa
Curriculum & Instruction
College of Education
1776 University Avenue
Honolulu, HI 96822

(808) 948-7834

KANSAS CITY, MISSOURI

Ms. Kay Davis
Director of External Programs
Penn Valley Community College
3201 Southwest Trafficway
Kansas City, MO 64111

(816) 932-7600 ext. 815 OR
(816) 932-7684

LAS VEGAS, NEVADA

Mr. William (Bob) Bailey
Executive Director
NEDCO, Inc.
Las Vegas MBDC
1618-20 East Carson
Las Vegas, NV 89101

(702) 384-3293

MIAMI, FLORIDA

Dr. J. Kenneth Lipner
Director, Center for Economic
Education
Florida International University
Tamiami Trail Campus--DM 345
Miami, FL 33199

(305) 554-2316 OR
(305) 554-3281

Mr. Jose Bravo
Assistant Director
Community and Economic Development
90 S.W. 8 Street, Room 309
Miami, FL 33130

(305) 579-2553

MINNEAPOLIS, MINNESOTA

Ms. Ellen K. Joseph
Project Director
IMPACT MBDC
100 N. 6th Street, Suite 440B
Minneapolis, MN 55403

(612) 333-3600

RIO PIEDRAS, PUERTO RICO

Dr. Paul R. Latortue
Director
Center for Business Research
College of Business Administration
University of Puerto Rico
Rio Piedras, PR 00931

(809) 764-0000 Ext 3269/3273

Local Seminar Sites and Coordinators
(Alphabetical by City)

ATHENS, GEORGIA

Mr. Chris J. Noll, Jr.
Director, Continuing Education
Small Business Development Center
University of Georgia
Brooks Hall
Athens, GA 30602

(404) 542-5266

AUSTIN, TEXAS

Dr. Paul A. Myers
Educational Program Director
Department of Occupational
Education and Technology
Texas Education Agency
201 East Eleventh Street
Austin, TX 78701

(512) 834-4163 or 4165

BALTIMORE, MARYLAND

Assistant Superintendent
Division of Vocational Education
Baltimore City Public Schools
2300 North Calvert Street
Baltimore, MD 21218

BOISE, IDAHO

Dr. Donald V. Healas
Dean
School of Vocational Technical
Education
Boise State University
1910 University Drive
Boise, ID 83725

(208) 385-1508

CHARLESTON, WEST VIRGINIA

Ms. Norma K. Miller
Coordinator
Services to Business & Industry
Garnet Career Center
Kanawha County Schools
422 Dickinson Street
Charleston, WV 25301

(304) 348-6138

COLUMBUS, OHIO

Mrs. Sonia Price
Assistant Director
Division of Vocational & Career Education
State Department of Education
65 S. Front Street, Room 907
Columbus, OH 43215

(614) 466-3430

CORVALLIS, OREGON

Dr. Daniel B. Dunham
Director
Oregon Alliance for Program Improvement
112 Batcheller Hall
Oregon State University
Corvallis, OR 97331-2404

(503) 754-2719/2961

DENVER, COLORADO

Dr. Mary Ann Parthum
Director, Curriculum Services
Denver Public Schools
900 Grant Street
Denver, CO 80203

(303) 837-1000

APPENDIX C

SELECTED PLANS OF ACTION

Boise Seminar
Feb. 2 & 3, 1984
Group No. 1

Facilitator: Mary Kerr & Doug Ryder

Recorder: Jean Ravston

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   ICEE - seminars and workshops
   Busines IACKI-Awareness
   Need Small Business Council and Business Week to help solve communication problems of services and people available to help people who want to own a business
   SCORE -Service Corp of Retired Employers -SBA -New Department of Commerce -private sector as well as educators

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   Time clock. Work ethic! dependable on time - Resources: human and printed mass media
   Lack of vocabulary and necessary skills/knowledge to obtaining financing - (1) educational programs in schools from elementary - post secondary - understanding of business principals (entrepreneur qualities.) Central Resource.

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

   A.1. What are you going to do to cooperate with each other?

   Use experts in field, hold workshops, seminars, mobile resource on wheels, assemblies, guest lecturers

   A.2. What can each group or representative do/provide to establish a collaborative network?

   Role Models
   Helen Huff - State Ad. Comm - will work on it
   Refugee Resettlement System - show them our capitolistic system
   Other key people - Doug Ryder!!
   1. Chamber of Commerce
   2. Identify 6 areas of Education

PLAN OF ACTION
PAGE 2

A.3. How can we replicate what is happening here when we get back to our respective places of business?

Shadowing Programs - implement into existing classes - most schools not

A.4. Identify people/resources to assist in the activities you plan.

SCORE - SBA Vocational Education

B.1. What will the continuing dialog be after this seminar--how will we continue these discussions?

Implementation of Department of Commerce

B.2. Who is the responsible party to reconvene this group following the seminar?

No Response

B.3. What are some major events which must occur to implement our plans?

No Response

B.4. What is the sequencing and timing of these major events?

No Response

B.5. Who is responsible for seeing that these things happen?

Helen Huff

C. How will the Resource Notebooks be used?

1. Educators Notebook:

No Response

2. Private Sector Notebook:

No Response

PLAN OF ACTION
PAGE 3

Please add these suggested solutions to Plan of Action

I. Identify a committee (planning group) in each of the 6 regions in Idaho. Membership should include:

- AVTS instructional staff members (PS)
- Secondary school teachers
- Business representatives (entrepreneurs)
- Community agency representatives

(group of 6 - 10 people in each region)

State Division of Vocational Education could provide liason, coordination and support to groups

II. Responsibilities of groups should be developed

III. Advisory committees in all areas should address and be appointed to represent entrepreneurial skills - not just shell areas.

SUMMARY - RESOURCES

1

Distributive Education - MDE (DECA)
Applied Education/Training (eg., computers)
Community Action - YMCA's, CAP's etc.
Community Education
Vo-Tech
Continuing Education
SBDC - WSU, EWU
SBA - Boise, Spokane Workshops
REACH - computer literacy
Large Corporations - HRD programs
IACI - promotion of free enterprise
Business Week - (high Schools)
Private Sector (To Educational institutes)
CIS, ODS computerized data
Job Service - most educational institutions (career centers)
Customized language
Vocation Education system
Conferences
'Pro-Idaho'
Other Businesses
Church Groups
Pieces - may not understand relationship to 'whole' entrepreneurship; individual must know how to fit together, use

PLAN OF ACTION
Page 4

2 NEEDS

Adult: Entrepreneurship skills prior to crisis
Trust level basic issue in asking for help
Need a visible place to go for management assistance
Capital for service businsses
Systems have 1 language, individual another - communication gap
Participation of small businesses
Remove "snobbishness" of institutions (barriers to accessing by community)

A/S: Building skills in accessing systems
Relating entrepreneurship and community development/involvement
"grassroots" ownership problem/need community cooperation/coordination
"Grassroots" decision-making
Special interest groups
Continuous evaluation/feedback from 'field' to education
- training needs to be flexible, responsive - not resist change
Mentoring system - shadow programs
Training for teachers (others) in entrepreneurship
Recognition of non-informational

Systems: Identifying needs
Identifying resources
"Translator" - entrepreneurial advocate to bridge gap
Up-dated information - what's going on?
Capital
What about "ideas" but no $$
Community level forum about local resources
"Accountability" by all levels (systems and individuals)
Frame of action - is hodge-podge. Have to go 12 places.
Lots of peaces, need integration.
Overcoming defensiveness, turfdom

Students:
Need attitude development
Incentives not available
- risk taking, control of self
- self esteem, communication
- decision-making
Create genuine interest in activities, self - what 'they' want
Need overall concept of self-contact with multiple role models
Too much separation of academic/adult world. Need 'outside' contact

PLAN OF ACTION
Page 6

Non-Traditional Networks in Idaho

Women's Groups

Handicapped and Minority groups list missing
YWCA's in Boise, Pocatello and Coeur d' Alene
C of I Coop Extension Service
The Women's Club (Boise)
American Association of University Women
League of Women Voters
National Organization of Women
New Woman's Council (Boise)
Women in Management Annual Conference sponsered by the Boise YWCA
(1983 - over 500 attendees)
Idaho Council on Domestic Violence
(networks battered spouse shelters)
Displaced Homemakers
Idaho Advisory Committee for Sex Equity
Professional and Business Women's Association
Soroptimists
Idaho Women's Commission

Low-Income Advocacy Groups

Community Action Agencies (such as El-Ada)
Idaho Fair Share
Idaho Hunger Action Agency

Boise Seminar
Feb. 2 & 3, 1984
Group No. 2

Facilitator: Tom Hazzard

Recorder: Lyle Anderson

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

Idaho Private Industry Council - matching people - employer
SBDC - BSU: Focus Decisions important - all Idaho agencies mentors
Idaho Business Education - Focus Computer literacy and comfort
DECA -new Department of Commerce: Econonomic Development; Marketing;
Money Center for Human Resource Development, Inc: Community Education
Resource Institute Private non profit corporation setting up school based Economic Development Programs
Idaho Employers Council -open to ALL employers
  a. Employment survey
  b. Seminars - Management: Leadership: Supervision
Business Week - Seminars, workshops for secondary kids in Business Practices
Chamber Activities - marketing assistance and training
Vocational Education - wide range of classes - day & night
Community Education - wide range of community offerings - including economic development
Economic Development Organizations; eg, Clearwater Economic Development - Marketing & Industry development: Economic Development
SBA - Technical Assistance; funding
Private Sector Counsulting firms...

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

Financial Assistance - Professional Services - primarily information Services (state has a lot of data, but not available to entrepreneurs who might manage the data in an information business).

Vocational Education -Scarce Resources mean putting entrepreneurship in would mean taking something out
State of Idaho, Vocational Division - many women looking for entrepreneurial training
Need for more short, non-credit courses, like ISU Model
Education dilemma: The "Basics" versus Entrepreneurship
Communication: What are other agencies doing? Who's out? What agency mandates have changed?
Information: How to access? Statewide/Local
Entrepreneurial/Business needs: what are they?
Needs Assessment: Why do business go under?
  a. anticipation
  b. overwhelming
  c. under capitalized
  d. lack of skills
  e. personal relationships

PLAN OF ACTION
PAGE 2

2. Continued

The entrepreneur: What does he/she want? Need?
Private person who needs to be able to seek assistance
Vocational Education --Designed to meet needs of those who will work for others; lack of teacher skills

Dilemma: more people are going to have to be entrepreneurs - and if they are to succeed, they need awareness development and stills training
Dilemma: All people aren't entrepreneurs - must continue to provide satisfied worker and that's ok
Free Enterprise: must highlight that it's good - profit is ok
Family Business: Aren't today's families entrepreneural
Conflict: Does entrepreneurship include family management activities or is this better thought of as consumer economics?
Minorities: What is Idaho doing? What is the need?
Education: Can it be, should it be, all things to all people?
The Entrepreneur: Druder - 4 yrs. of skills development does not guarantee being able to be an entrepreneur; eg. ability to risk
Information Depository (1) Nobody wants a centralized coordinating Agency (2) Decentralized data is hard to share

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

A.1. What are you going to do to cooperate with each other?

1. Need "Focal Point" - Agency with mandate to coordinate
   Example SBDC or "Pro Idaho"
2. Don't start another organization
3. Don't duplicate efforts

A.2. What can each group or representative do/provide to establish a collaborative network?

SBDC: Forum & Energy provider
State Division of Vocational Education: Covers whole state; ongoing & in place -Good coordinator of all activities including quarterly newsletter, Business week, Vocational Education Center, IACI, SBDC
Universities: sponsor entrepreneurial/business & industry speakers on approved topics
Vocational Education: Include extracurricular topical activities though Junior Achievement; DECA, etc.
Seek information/cooperation from private concerns - consulting firms in accounting, finance, marketing and management
Schools could bring all students together for topical assemblies
State division of Vocational Education could sponsor teacher training kinds of activities

PLAN OF ACTION
Page 3

A.2. (Continued)

Government - Business - Education - more cooperative, coordinated consultative efforts or stance
Access to Idaho Employer's Council Surveys
State Vocational Education -Develop a directory that includes a sheet on each Education/ government/business concern including (1) Mandate(s) (2) Primary activities (3) Resources that can be made available, e.g., each agency submits directory sheet, then Vocational Education disseminates to agencies

A.3. How can we replicate what is happening here when we get back to our respective places of business?

No Response

A.4. Identify people/resources to assist in the activities you plan.

No Response

B.1. What will the continuing dialog be after this seminar--how will we continue these discussions?

Get our own organizations "sensitive" to this concern and receptive to entreaties from other organizations

B.2. Who is the responsible party to reconvene this group following the seminar?

State Division of Vocational Education - Don't form new organization

B.3. What are some major events which must occur to implement our plans?

1. Vocational Education Leadership/coordination
2. Pro Idaho Impact
3. SBDC Impact
4. Getting agencies to talk across organizational lines
5. Business - Government - Education cooperation
6. Implementation of Department of Commerce

B.4. What is the sequencing and timing of these major events?

No Response

B.5. Who is responsible for seeing that these things happen?

No Response

PLAN OF ACTION
PAGE 4

C. How will the Resource Notebooks be used?

1. Educators Notebook:

No Response

2. Private Sector Notebook:

No Response

Boise Seminar
Feb. 2 & 3, 1984
Group No. 3

Facilitator: Larry Henderson

Recorder: Kristin Johnson

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   Educational Programs
   Vo-tech. Programs/Student Organizations
   - Marketing Education/DECA
   - Adult Education

   Other
   - Junior Achievement
   - Business Week

   Federal, State, Local Government
   - SBA
   - SBI
   - SCORE
   - IRS
   - IACI

   Trade Associations
   In-house Training

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   Resources available not coordinated and communicated. 3 groups:

   1. Those that will go into an entrepreneurial venture at some future time
   2. Serve as a mechanism for those that are ready to enter entrepreneurship
   3. On-going system to support entrepreneurs once they have entered into business ventures

   Charge: Vocational Education examine the current application of entrepreneurship for further infusion

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

   A.1. What are you going to do to cooperate with each other?

   Communicate & coordinate our resources and activities

PLAN OF ACTION
PAGE 2

A.2. What can each group or representative do/provide to establish a collaborative network?

First develop a task force for recommending a Plan of Action for further networking.

A.3. How can we replicate what is happening here when we get back to our respective places of business?

Small Business Development Center (SBDC) have representatives from our various groups/organizations serve on SBDC Board of Directors. Charge: to assure continuation of serving identified "unmet" needs

A.4. Identify people/resources to assist in the activities you plan.

SBDC's - See A. 3: Representatives of Education, Public & Private Sector

B.1. What will the continuing dialog be after this seminar--how will we continue these discussions?

SBDC to facilitate annual or semi-annual conferences

B.2. Who is the responsible party to reconvene this group following the seminar?

SBDC Director

B.3. What are some major events which must occur to implement our plans?

1. Place responsibility for initiation of the following
2. Appointment & implementation of task force for making recommendations
3. SBDC in place
4. Annual or semi-annual conference

B.4. What is the sequencing and timing of these major events?

Immediate appointment of task force by proposed Department of Commerce - 90 days; SBDC October 84; as appropriate

B.5. Who is responsible for seeing that these things happen?

Department of Commerce

PLAN OF ACTION
PAGE 3

C. How will the Resource Notebooks be used?

1. Educators Notebook:

Bibliography of instructional materials; Adoption of an entrepreneurship model

2. Private Sector Notebook:

As a reference tool

Boise Seminar
Feb. 2 & 3, 1984
Group No. 4

Facilitator: Leland Mercy

Recorder: _____

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   Distributive Education; Department of Commerce; Applications training (Computers): Networking (Community Action, Local Government, PIC, Chamber of Commerce); Community Education; Continuing Education (Business Support, Business People); Small Business Development Center (WSU); SBA Spokane (provide workshops); Large Corporations; IACI; Business Week; Private sector; job service; Occupation Data System; Customized training; and conferences.

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   Colleges train students for large industries ... not for small business; ambition (must know accesses);
   1) Training entrepreneurs, assistance prior to crisis
   2) Access to resources (meaningful information)
      a. systems for identifying needs at "grassroots"
      b. systems for identifying resources
   3) Communication gap-resource/need
      ideas - no money
      no updated list of resources
      need for "translation"
   4) No community-level forum for what's available
   5) Need to share "grassroots" expertise
   6) Building skills in accessing systems in communities
   7) Need to relate entrepreneurship and community development
      a. lower level decision-making
      b. establishing community cooperation
      c. establishing ownership of problem identification & solutions
   8) SBDCs Model - participation of small business
   9) For resources to be established, need trust level
   10) Need "translator" between systems/individuals
   11) Need system for identifying needs/knowing resources
   12) Need a place to get management assistance
   13) Continual evaluation/feedback - needs change from education & business
   14) Training must relate to need -need flexibility of institutions trainers. (Also may have pre-conceived framework, resist change)
   15) Integration of services (not having to go 12 places)
   16) Students/children don't have incentives:
      - need attitude development, risk-taking, control of self, self-esteem, communication, decision making

- create geniune interest in activities and self
- student should have overall self-concept, prior to leaving secondary high school - contact with multiple role models
- ok to make mistakes

17) Parental role/skills need help
18) Encourage mentoring, shadow programs
19) Capital for service businesses
20) Problem with tracking - Vo tech vs. college prep (locking kids in)
21) For secondary job (career) experiences need clear objectives, involvement of student, parent, employer
22) Data Base for statistical information
23) Need problem-solving - Holistic Learning; J.A.
24) Need to allow student goal-setting, responsibility, allowed to suceed/fail
25) Need to train teachers, vo-tech entrepreneurship

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

A.1. What are you going to do to cooperate with each other?

Good communication

A.2. What can each group or representative do/provide to establish a collaborative network?

1) List workshop attendants - include interest, expertise, in-house resources
2) Computerized updated resource lists originated by individual
3) Resource Quarterly (community education)
4) Local joint planning
5) Interagency 'teams' for development
6) Interagency clarification/continuity of services

A.3. How can we replicate what is happening here when we get back to our respective places of business?

Go back and listen, network at home; talk, accept; implement, return; evaluate

A.4. Identify people/resources to assist in the activities you plan.

SBA, SCORE, State Board of Education, Division of Economic and Community Affairs, IACI, Chambers, D. O. Employment, Economic Development Association, Gaetha Pace (334-3133, special assistant), NFIB, ASTD, PACE Series, Ohio Labs.

- More business involved in teaching
- Applied skills training; eg. School-based development Corporation internship.

B.1. What will the continuing dialog be after this seminar--how will we continue these discussions?

Sharing successes at future gatherings

B.2. Who is the responsible party to reconvene this group following the seminar?

Governor's conference - fall - Gaetha Pace

B.3. What are some major events which must occur to implement our plans?

1) Talk/listen
2) Business involvement
3) Regional Coordination
4) Flexible delivery systems regionalized

B.4. What is the sequencing and timing of these major events?

1) From workshop: write up/distribute information; questionnaire of needs/ interests/resources
2) Government Conference:
   time/space for sharing ideas - idea sheets for projects that are working. List of resource people available (based on needs) to sit down with at conference and regional meetings
3) Regional meetings

B.5. Who is responsible for seeing that these things happen?

Gaetha Pace (Governor's conference)
Our participation

C. How will the Resource Notebooks be used?

1. Educators Notebook:

No Response

2. Private Sector Notebook:

No Response

Draft
Columbus, Ohio
Group No. D

Facilitator: Jim Frasier

Recorder: Robert Rammez

Overall
Career Development

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

Dayton Night School has programs for people, catering program
SCORE office-community speakers in classrooms describing their experiences in business
Teachers visiting schools
Business/Agencies help entrepreneurs solve problems
Seminars about small business
City people go around and talk -small business
Sinclair has training programs
Related industrial training
Adopt a classroom (Rotary)
Free enterprise field trips for kids
Economics education - materials and training for teachers
P/cop-job placement
Junior Achievement
Mini-society

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

Making people aware of entrepreneurship
What kind of a person is it?
Place entrepreneurship information in curriculum -Social Studies or Social Problems
Awareness of an attitude toward entrepreneurship. Teachers need to deal with -also students
Curriculum meetings needed
Business sector needs to be involved
Labeling and identification of title, Entrepreneurship
Need to foster course approval-Sinclair College (Board of Regents)
Junior Achievement runs Free Enterprise System -we need to take part
What you need to know to become one
Economic courses

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

A.1. What are you going to do to cooperate with each other?

PLAN OF ACTION
PAGE 2

Career Development:

1. Review "Entrepreneurs" at chairperson meeting = take self assessment. Inserve Chairpeople. Chairpeople help teachers. Teachers help students. Also use people who made it as Entrepreneurs (maybe make slide presentation).
2. CGI - Entrepreneurship accented
3. SW Council "Entrepreneurship" in April - 1 day
4. Give education base - why entrepreneurship?
5. Maybe pre-post test
6. Entrepreneurs share their experiences
7. Two or three days to teach awareness

A.2. What can each group or representative do/provide to establish a collaborative network?

No response

A.3. What needs to be done to develop model programs?

Develop a master plan

B.1. What is the model program design?

Infusing following model lines

B.2. Who will take responsibilities?

Career Development Staff

B.3. How will activities be initiated?

Through C. D. Chairpersons in each building

B.4. What are the resources?

Career Resource Center, our own ideas, speaker lists.
Utilize Consumer R.C. - notebook - Dayton Chamber of Commerce, Advisory Committee

PLAN OF ACTION
PAGE 3

B.5. What are the long-range plans?

Start something at chairpersons meeting this Spring = CGI summer - SW Council in Spring of 85 -to infuse Entrepreneurship into teacher lesson plans

C. How will the Resource Notebooks be used?

1. Educators Notebook:

As resource book - to organize a plan for our chairpeople. Blend in other information.

2. Private Sector Notebook:

SCORE & advisory persons can help us - also use of notebook. SBA - Chamber of Commerce - CEO Development - Contact them for person at in-service. Seminars for Profit - basics of doing it. Enterprise Center.

D.1 What are you going to do to cooperate with each other?

Bring them together and discuss

D.2 What can each group or representative do/provide to establish a collaborative network?

N/A

D.3 How can we replicate what is happening here when we get back to our respective places of business?

By establishing a plan and then implementing a plan.

D.4 Identify people/resources to assist in the activities you plan.

Chamber of Commerce/Advisory. Committee/ SCORE/SBA/Notebook/ Career R.C./Consumer R.C.

E.1 What will the continuing dialogue be after this seminar--how will we continue these discussions?

Meet with C.D. Staff and plan activities

PLAN OF ACTION
PAGE 4

E.2 Who is the responsible party to reconvene this group following the seminar?

Dr. Jim Frasier

E.3 What are some major events which must occur to implement our plans?

Chairperson meeting - C.G.I.

E.4 What is the sequencing and timing of these major events?

Chairperson 83-84/ CGI June 84/ Faculty Classroom Activity 84-85

E.5 Who is responsible for seeing that these things happen?

R. Rammez and Dr. Frasier

Columbus, Ohio

Facilitator: _____ Group No. D

Recorder: _____ High School

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   No Response

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   No Response

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

   A.1. Discussion of ideas presented by educational levels (Tues. p.m.)

   (1) "Entrepreneurship":
   -Introduce terminology to teachers
   -identify Vocational Areas
   -August workshop for Job Training Teachers

   (2) Spring In-Service for interested senior students by:
   (a) school,
   (b) Vocational Division

   (3) Junior Achievement

Home Economics	BDE	T & I
(a) Catering	(a) Legal	
(b) Interior design	(b) Medical	
	(c) Business Administration	

   (4) Use of Local Resource Personnel -SCORE, Economics Center Wright State, Small Business Association, Monty County Job Training Development

   (5) 1 Student from each Vocational Program - meet once a week about Entrepreneurship. Model "mini-society"

   (6) Model 4 - Exploration of Entrepreneurship as a Career Option

PLAN OF ACTION
PAGE 2

A.2. What ideas are appropriate for different members of the group?

Label all activities as "Entrepreneur Ventures"
Identify Vocational Areas

A.3. What needs to be done to develop model programs?

Identify goals and objectives
Identify interested individuals

B.1 What is the model program design?

Model 4 (Adapted for our local use) Exploration of Entrepreneurship as a Career option

B.2. Who will take responsibilities?

Committee representative of Vocational Supervisors, Teachers, and Businesses appointed by Vocational Director

B.3. How will activities be initiated?

Planning Committee

B.4. What are the resources?

SCORE, Economics Center Wright State, Graduates that have become Entrepreneurs, SBA, MBDC (Minority), Chamber of Commerce

B.5. What are the long-range plans?

To develop student awareness of Entrepreneurship as an optional career

C. How will the Resource Notebooks be used?

1. Educators Notebook:

(a) As resource material
(b) As models to initiate

2. Private Sector Notebook

No Response

PLAN OF ACTION
PAGE 3

D.1. What are you going to do to cooperate with each other?

1. Meet together
2. Identify and share concerns
3. Plan strategies

D.2. What can each group or representative do/provide to establish a collaborative network?

Meet within the VEPD - Representatives from the Vocational Area, the business community

D.3. How can we replicate what is happening here when we get back to our respective places of business?

Implement strategies discussed in A1

D.4. Identify people/resources to assist in the activities you plan.

Local Entrepreneurs, SBA, Chamber of Commerce, City Wide Advisory Committee, SCORE, Economics Center Wright State, PIC, Local Colleges

E.1. What will the continuing dialogue be after this seminar--how will we continue these discussions?

1. Take ideas back to local district - share information with others
2. Utilize available resources received at the Entrepreneurship Seminar
3. Form Planning Committees for 84-85 school year
4. Implement model

E.2. Who is the responsible party to reconvene this group following the seminar?

Vocational Director

E.3. What are some major events which must occur to implement our plans?

Identify specific models

E.4. What is the sequencing and timing of these major events?

No Response

E.5. Who is responsible for seeing that these things happen?

No Response

Facilitator: Dr. Frazier

Columbus, Ohio
Group No. Adult

Recorder: W. T. McKinney

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   Entrepreneur Resource Center (Bob Bates)
   CEO Development Program by Chamber of Commerce
   Small Business training - Sinclair CC
   Non-Credit Seminar & Workshops - University of Dayton
   Small Business Center - University of Dayton
   Entrepreneurship Training - Family Life Program
   Center for Economic Education - WSU

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   Centralization of information to permit (1) location shopping point for troubled or inquisitive entrepreneurs

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

   A.1. Discussion of ideas presented by educational levels (Tues. p.m.)

   Implement a program that would create a central source for information that entrepreneurs

   A.2. What ideas are appropriate for different members of the group?

   A.1. is applicable to all members

   A.3 What needs to be done to develop model programs?

   An agent needs to be established to pull together the various sources for potential training

   B.1. What is the model program design?

   Information Referral System

   B.2. Who will take responsibilities?

   The Agent

   B.3. How will activities be initiated?

   Contact all potential servicing sources

PLAN OF ACTION
PAGE 2

B.4. What are the resources?

All training institutions in the area

B.5. What are the long-range plans?

Eventual coordination of all sources of training under a single state-level coordinator

C. How will the Resource Notebooks be used?

1. Educators Notebook:

Reference

2. Private Sector Notebook:

Same as above

D.1. What are you going to do to cooperate with each other?

Maintain a dialogue and furnish information required

D.2. What can each group or representative do/provide to establish a collaborative network?

Maintain information accuracy and current status

D.3. How can we replicate what is happening here when we get back to our respective places of business?

Continue Dialogue

D.4. Identify people/resources to assist in the acitivities you plan.

????

E.1. What will the continuing dialogue be after this seminar--how will we continue these discussions?

Must be coordinated at the state level under the authority of a responsible state agent

E.2. Who is the responsible party to reconvene this group following the seminar?

Project steering committee & National Center for Research in Vocational Education

PLAN OF ACTION
PAGE 3

E.3. What are some major events which must occur to implement our plans?

Organization established and monies appropriated to support activity

E.4. What is the sequencing and timing of these major events?

To be determined by the Funds Appropriation Committee

E.5. Who is responsible for seeing that these things happen?

State Government - Appropriate Agencies

Columbus, Ohio

Facilitator: Dr. C. D. Baughman

Group No. 1-C
Montgomery County

Recorder: J. W. Gilbert

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   A. At the post-secondary level there are many different courses and seminars about going into business or improving your business being offered by Sinclair Community College, Chamber of Commerce and University of Dayton. Support service for those who are in business offered by MCSVS and Chamber of Commerce

   B. Student activities of both MCJVS and Dayton City Schools in Junior Achievement Project Business and Distributive Education Classes

   C. Dayton Chamber of Commerce helps with assistance programs such as CEO Development and the Small Business Enterprise Center

   D. Area schools use Co-op purchasing power to encourage small business

   E. Some MCJVS programs operate their own businesses and teach it

   F. VICA leadership programs

   G. Career Building programs K-10 help provide economic understanding

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   A. Lack of understanding of economic system and finance management
   B. Lack of comprehensive support system set in place to assist the entrepreneur when they decide to start up
   C. Lack of awareness of going into business for yourself as a viable career option
   D. Reduce the roadblocks put in place and tax disincentives
   E. Resistance of owners to "go back to school" or get retraining
   F. Shortage of high risk venture capital

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

   A.1. Discussion of ideas presented by educational levels (Tues. p.m.)

   - Career Education K-10 stresses economic literacy
   - Vocational level should stress awareness and reality testing
   - Adult level should stress concentrated and specific assistance to those about to enter or are already in business

PLAN OF ACTION
PAGE 2

A.2. What ideas are appropriate for different members of the group?

No Response

A.3. What needs to be done to develop model programs?

Organize a task force composed of all vocational departments and career education and adult education

B.1. What is the model program design?

Specific set of student outcomes for grades 11-12 (Vocational) and K-10 (Pre-vocational or Career Education) and have a variety of strategies for each instructor to choose from to accomplish the student outcomes.

B.2. Who will take responsibilities?

The superintendent will assign this responsibility to the special task force (mentioned above)

B.3. How will activities be initiated?

See above

B.4. What are the resources?

Local Chamber of Commerce, Universities and State Department of Development

B.5. What are the long range plans?

As developed by task force (A.3)

C. How will the Resource Notebooks be used?

1. Educators Notebook:

As needed

2. Private Sector Notebook:

As needed

D.1. What are you going to do to cooperate with each other?

Develop a regional committee to share ideas and resources

D.2. What can each group or representative do/provide to establish a collaborative network?

See above

PLAN OF ACTION
PAGE 3

D.3. How can we replicate what is happening here when we get back to our respective places of business?

No response

D.4. Identify people/resources to assist in the acitivies you plan.

Local leaders

E.1. What will the continuing dialogue be after this seminar--how will we continue these discussions?

Don't know

E.2. Who is the responsible party to reconvene this group following the seminar?

Dr. Baughman and Jim Frazier

E.3. What are some major events which must occur to implement our plans?

More specific planning

E.4. What is the sequencing and timing of these major events?

Begin task force this spring

E.5. Who is responsible for seeing that these things happen?

Dr. Baughman and Jim Frazier

HONOLULU, HAWAII PLAN OF ACTION

Entrepreneurship Education and Training

Summary of Plans of Action

1. What is currently being done to train and develop entrepreneurs?

Although one group felt that "nothing is being done formally per se in the public education sector -very poor awareness of what's out there", other groups listed the following activities, arranged here by agency/institution:

Hawaii State Department of Education

High School Clubs, including: Future Farmers of America, Distributive Education Clubs of America, Junior Achievement, HHA.

Business-Education Partnerships; Cooperative Education; On-the-Job Training.

High School Business Enterprises, including: High School publications run as businesses; Junior Credit Union; Store Front; Student Store programs.

Public Libraries

Continuing Education courses

University of Hawaii

College of Continuing Education and Community Service

- Small Business Management Program
- Entrepreneurship Certificate

Community Colleges

Hawaii Community College

- Committee to promote entrepreneurship
- Course in marketing agricultural products
- Will offer 3-credit course in managing a small business
- Sales and Mid-Management Programs

Honolulu Community College

- Garment Industry Program: in-factory consultant assists businesses
- Course: "Starting Your Own Business"
- Cottage Industry Development
- Starting a company in the department, e.g., ETRON. Enterprises

Kapiolani Community College

- Distributive Education - revision and reorganization of curriculum
- Sales and Marketing programs
- Internship Program in developmental stages

Windward Community College

- Young Farmers of America
- Cooperative Education programs
- On-the-Job Training without compensation
- Course: BUS 25 Starting Your Own Business (3 credits)
- Community Service for non-credit courses

Leeward Community College

- Currently developing entrepreneurship
- Job Skills

Private Colleges

Hawaii Pacific College

- Courses in marketing to prepare students for entrepreneurship
- Emphasis on practical application of knowledge
- Entrepreneurial Studies Institute
- Entrepreneurship Certificate
- Entrepreneurial Studies Program for Small Business Seminars

Brigham Young University

- Vocational Business Management Program

U.S. Small Business Administration

- Free counseling
- One-day workshops

Chamber of Commerce

- Entrepreneurship Courses

Other Agencies

Services provided by other agencies such as Alu Like, HETADI, Minority Business Development Center

State of Ponape

A trainer from Sri Lanka in the Department of Economic Development is conducting a survey of all businesses and then will conduct some form of entrepreneurship training.

Entrepreneurship curriculum and resource materials have been provided by the Western Curriculum Coordination Center:

THERE IS NO CATALYZING AGENCY.

2. What are the "unmet" needs for training and developing entrepreneurs?

What are the needs for infusing training into the vocational education system?

Resources

- more resources to train entrepreneurs
- update of information and sharing it with others
- Clearinghouse for Entrepreneurship information: programs, materials, experts, educational opportunities
- Speakers Bureau system: list of resource people to speak with secondary classes to develop awareness; postsecondary instructors with personal entrepreneurship experience
- information regarding federal contracts
- computers
- formal coordinated networking/referral system
- catalog
- use of cable T.V.

Coordination

- better coordination of programs
- cooperation of other organizations, agencies
- communication between educators and business as to what is available
- communicate state, federal and private services available
- articulate between secondary and postsecondary levels, e.g., extension services should be working with community colleges
- articulation between departments (horizontal)
- articulation with business community
- stronger contacts/linkages

Training

- train the trainers: in-service training for vocational educators and all educators including elementary
- more meetings such as this
- interchange of ideas
- information needs to filter down to instructors

Teaching

- entrepreneurship is only lightly touched upon in schools
- teach accurate, practical concepts
- life skills training
- wider use of DECA program
- provide Junior Achievement (career shadowing) types of programs (sponsored by local businesses) as part of regular high school offering

- identify basic skills necessary
- interpersonal skills that industry uses
- simulation of business enterprises, e.g., fund raising activities, using them as real practice of industry methods and technqiues
- include entrepreneurship components in vocational training
- work ethic, motivation
- expand "adopt a school" program
- effective use of advisory committees
- high school level awareness courses in entrepreneurship (self-assessments, self-inventories, cooperative experiences)

Counseling/Assessment

- need for counseling and skill/attitude assessment for potential entrepreneurs
- identify a good assessment instrument at development level of project model (Entrepreneurship Education Model, Appendix A)
- tracking system for graduates and matching system
- identify obstacles, stumbling blocks at different levels
- counseling in high schools; information on psychological aspects, realities, goals

Business Climate

- improve State's business climate
- legislation to provide tax write-offs for employers of internship program participants
- assistance to people interested in cottage industry - "work-in-the-home" activities
- assistance from NABS/JOBS and other business groups
- Area Management Broker; e.g., loan on contract amount; loan on purchase order
- person with work experience who wants to start a business has few places to get assistance
- publicity for existing services is too light
- in Ponape, lack of economic imperative to create more entrepreneurs before U.S. Federal Government provided external prodding. Incentive now seems to be there

Infusion

- infusion first into areas where opportunities for entrepreneurship are greater; e.g., agricultural sales/marketing, hospitality industries
- question whether the vocational education component is the best place to infuse entrepreneurship

Leadership Group

- a group or groups to see that things happen - linkage, follow-up, etc.
- a lead agency to make things happen - perhaps the State Manpower Commission
- a catalyzing agency or agent to bring the materials, the instructors and the entrepreneurial-prone students together

3. Plan of Action

A.1 What are you going to do to cooperate with each other?

Share Resources/Information/Ideas/Materials

- with members of own agency and other agencies
- inform people of importance of small part-time cottage industries

Increase information

- assist in identifying materials for clearinghouse
- develop better knowledge of what occurs at each agency

Contact Group Members

- for dialog, cooperative activities

Develop Clearinghouse

- for materials and assistance

Conduct Workshops

- combine resources to do a workshop
- conduct regional workshop in a Pacific Basin Territory (e.g., Ponape) concurrent with WCCC conference in 12 to 15 months to sell more of the key policy and decision makers on implementing entrepreneurship courses; e.g., Pacific Island Economic Development Conference: the Problems and Prospects of Entrepreneurship Education

Publicize Entrepreneurship Activities

- distribute other agency/institution flyers at workshops

Implement Entrepreneurship Courses

- give credit for experiential learning
- establish and work with campus board advisory committee
- awareness program at community schools
- keep an open door policy

Volunteer Time

Establish Linkages

- between public and private agencies/institutions
- between educational levels: elementary to postsecondary

Exploit Media

- develop microcomputer disc for Career Kokua
- ETV (KHET) programs on Entrepreneurship funded by State Department of Economic Planning

3. Plan of Action

A.2. What can each group or representative do/provide to establish a collaborative network?

Participate in and Support

- efforts that promote entrepreneurship
- make others aware of WCCC library
- strengthen advisory committee
- pressure Chancellor for Community Colleges for support and organization

Establish

- statewide organization
- planning group to determine what's available
- lead agency
- file of successful programs
- bulletin on entrepreneurship development
- calendar of courses, activities, resources
- hotline
- guest speakers from industry
- cross referrals

Use

- resource notebook as guide (Resources for Entrepreneurship Education)
- facilities and information available through WCCC

Meet

- meet with some frequency to exchange information on current activities
- follow-up workshops (WCCC)

A.3. How can we replicate what is happening here when we get back to our respective places of business?

Share Information and Services

- summarize and inform fellow workers of conference information received
- prepare oral/written report
- notes of committees should be summarized and disseminated
- route resource manual
- share materials with library
- share information with placement officer, colleagues, counselor, career educator
- counsel students on sources of information
- communicate services directly
- can do guide communications now between group members
- incorporate recommendations/suggestions into existing courses
- preview WCCC films

Hold Meetings

- hold seminars to disseminate information
- conduct workshops

Establish Advisory Groups

- start advisory groups made up of graduates who have started small businesses

A.4. Identify people/resources to assist in the activities you plan.

- all organizations and agencies represented at the conference (see participant list)
- small businesses
- unsuccessful business people
- ETV (KHET)

B.1. What will the continuing dialog be after this seminar? How will we continue these discussions?

Follow-up

- seminars, meetings
- small seminars within each department for inservice training
- groups should meet semi-annually to report on activities
- ask Dr. Zane to follow-up with questionnaire
- mutual referral

Organization

- establish leading agency
- establish coordinating council with representatives from public and private agencies

Funding

- apply for EIF grant

B.2. Who is the responsible party to reconvene this group following the seminar?

- WCCC
- Dr. Zane for the whole seminar group
- Office of the State Director for Vocational Education
- University of Hawaii College of Continuing Education
- Community Colleges
- Identify leadership: a) Community College Chancellor or b) State Director for Vocational Education
- Hawaii Pacific College
- Department of Labor
- State Department for Economic Development and Planning

- U.S. Small Business Administration
- Chamber of Commerce
- Private individual interested in putting on seminars
- If and when there is a need, the party desiring the information

B.3. What are some major events which must occur to implement our plans?

B.4. What is the sequencing and timing of these major events?

Legislation

- propose formal legislative resolution charging vocational education with responsibility to establish coordinating council

Support

- need prompted by major event requiring planning and funding
- support from administration
- need some successful programs
- need contact with businesses

Clearinghouse

- within thirty days, determine who is responsible for clearinghouse, and contact participants regarding future plans

Follow-Up Activities

- semi-annual review of activities taking place by 1) follow-up questionnaires and 2) re-convening of groups
- prepare report (2 weeks); send flyer (1 month); conduct workshop before fall semester starts
- National Entrepreneurship Newsletter
- T.V. series on PBS (KHET) as a state-wide catalyst and emphasis (to be developed and serve as a later resource)
- booth at the next Hawaii Career and College Fair in November 1984 when all participating schools are encouraged to emphasize what they have to offer
- Film Festival on entrepreneur or job theme, similar to that offered by ASTD/Employer Council in 1983 on general themes
- identification of various resources such as books, audio-visuals and where they may be found
- evaluation processes

Individual Agencies

- input to the Career Information Center about resources
- CIC updating of collection and computerization
- potential development of microcomputer disc with Career Kokua
- publicity, public relations
- try to introduce entrepreneurship items to curriculum at the Kamehameha Schools
- also at Leeward Community College
- Chamber of Commerce should promote its program with the Community Colleges

3. Plan of Action

B.5. Who is responsible for seeing that these things happen?

- participants of the conference
- persons/group desiring implementation of the plan
- Larry Zane
- State Director for Vocational Education

C. How will the Resource Notebook be used?

- as reference/resource book
- as reference manual in appropriate library
- references will be useful to counselors, curriculum developers, instructors, administrators
- use the tests for self-assessment
- contact agencies listed and use their expertise
- order books and reports which appear to meet specific needs
- valuable information
- bibliographic resource
- guide for educators who may be considering implementation or infusion of entrepreneurship into a curriculum
- reproduce material on diskettes and utilize micros on each island
- put in central bank and update
- use model programs as a guideline for formulating one's own program to meet the needs of a specific clientele

Worcester Seminar

Facilitator: Foster

Group No. 1

Recorder: _____

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   Junior Achievement
   Key Clubs
   Mini Fairs
   Links with Chamber of Commerce
   Businesses (including books) in School
   Shadowing - (role models)

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   Way to add management skills to technical trades - work situations as bridge to entrepreneurship, internships for educators. Need to communicate awareness, more effective articulation of entrepreneurship as career option. Formal presentations by entrepreneurs.

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

   A.1. What are you going to do to cooperate with each other?

   Work through our professional organizations. Get on agendas, offer to host meetings. Work to educate school committees - important to start by creating a climate.

   A.2. What can each group or representative do/provide to establish a collaborative network?

   Good idea, but difficult. Needs energizing force - suggest leadership from state.

   A.3. How can we replicate what is happening here when we get back to our respective places of business?

   Take plan to local PIC; Use in other on-going projects (craft program, community college course). Get on business organization agendas. Spread the word to business and get commitment. Get base of support from advisory committees (career education committee)and other advisory groups (extension).
   Work on an in-service program for faculty - get grant

PLAN OF ACTION
PAGE 2

A.4. Identify people/resources to assist in the activities you plan.

Funding sources (Commonwealth In-Service Institute), SCORE, Bay State Skills, JTPA, Jobs for Bay State Graduates, SBDCs, existing seminars - low cost at community colleges with SBA

B.1. What will the continuing dialog be after this seminar--how will we continue these discussions?

Establish a newsletter of national and state happenings - reconvene conference

B.2. Who is the responsible party to reconvene this group following the seminar?

Professional Development Conference of State Department of Education -as special interest group or M.V.A.

B.3. What are some major events which must occur to implement our plans?

No Response

B.4. What is the sequencing and timing of these major events?

No Response

B.5. Who is responsible for seeing that these things happen?

No Response

C. How will the Resource Notebooks be used?

1. Educators Notebook:

No Response

2. Private Sector Notebook:

No Response

Worcester Seminar
Summary Plan
Group No. 1

Facilitator: Joyce Foster

Recorder: Charles R. Pieterse
Director
Tonasque Regional Vocational/
Technical School
Brookfield Road
Sturbridge, MA 01566

PLAN OF ACTION

1. Briefly describe what is currently being done to train and develop entrepreneurs.

   Varied programs and procedures are employed to a different degree in schools, service organizations and organizations like Junior Achievement. Banking, Business & Industry become both agents and the curriculum base for introduction and development of knowledge, skill and attitude.

2. Briefly describe the "unmet" needs for training and developing entrepreneurs that your group identified. Also, what are the needs for infusing training into the vocational education system?

   Lack of funds - understanding of the general population and the willingness of the public to invest in the youth of their community is not only my biggest problem but I believe that of most schools (vocational) in this state. This unfortunately is reflected in the attitude of our students.

3. Briefly describe your "plan of action." How, as individuals, can you work more effectively and efficiently as a group to accomplish your ultimate goals of training, developing, and assisting practicing and potential entrepreneurs?

   A.1. What are you going to do to cooperate with each other?

   If we could but get employers to agree first among themselves and then to sell the value to their employees much good could be accomplished. Too often otherwise in the eyes of many we are attempting to feather our own nests.

   A.2. What can each group or representative do/provide to establish a collaborative network?

   Push the State Department of Education and MAVA to further follow up what has been started. Publish throughout the state, in all media our accomplishments to utilize to the fullest our advisory committees, state school committee organizations etc. to spread the word. Local Pics could initiate this, Chamber of Commerce, etc. too should be used.

PLAN OF ACTION
PAGE 2

A.3. How can we replicate what is happening here when we get back to our respective places of business?

Do and see what is suggested in the answer to the last question.

A.4. Identify people/resources to assist in the activities you plan.

See lists of organizations introduced to us at this conference.

B.1. What will the continuing dialog be after this seminar--how will we continue these discussions?

Central agencies who have an overall appreciation of these needs should initiate movement - namely the State Department of Education.

B.2. Who is the responsible party to reconvene this group following the seminar?

I believe the Department of Education.

B.3. What are some major events which must occur to implement our plans?

The major, major event is to get ground root people - our tax payers - interested, knowledgable, and active.

B.4. What is the sequencing and timing of these major events?

No Response

B.5. Who is responsible for seeing that these things happen?

Ultimately the taxpayer. They get what they pay for. However, each local leader must get involved and he or she must become active. To do this, he or she must have the time and money to devote to this type of activity. It comes down basically to how important is the future of this country to each of us and who, and I'll answer our kids, should lead the way. I believe the federal government has a major stake here.

C. How will the Resource Notebooks be used?

1. Educators Notebook:

As a resource for me to promote this concept in my own situation. I believe the sooner this is published and a brief description of this is written to sell, inspire, and lead educators and others to action, the better.

Inservice education - speakers to Kiwanis and other service clubs must become fact.

PLAN OF ACTION
PAGE 3

We in education too often do ourselves a real disservice by not believing in ourselves. We are a lot better than we ourselves believe we are and we have the best product in the world. Let's sell it!

Let's also have you set up a newsletter with all the important results covered and after the material has had time to sink in -call a follow-up meeting with the original participants and invite the others who should have been at the original conference. This can be a brief meeting and can, I believe, do a great deal for promotion of the objectives of our conference.

2. Private Sector Notebook:

No Response